ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಶಾಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ಸಾಕ್ಷರತಾ ಇಲಾಖೆ

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ಪಾಠ ಆಧಾರಿತ ಮೌಲ್ಯಾಂಕನ ಸಾಮಗ್ರಿ

2025-26

ವಿಷಯ: ಇಂಗ್ಲಿಷ್

ತರಗತಿ: 4ನೇ

ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ,

ಬನಶಂಕರಿ 3ನೇ ಹಂತ, ಬೆಂಗಳೂರು-560085

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4th English

Mapping of Content with Learning Outcomes

S.No	UNIT	Name	Learning Outcomes
1	Poem	Wake up	1. Reads small texts/ posters/ charts in English with comprehension. 2. Responds to simple instructions and announcements in English made in class/school.
	Prose	Neha's Alarm	
2	Poem	Noses	
	Prose	The Little Fir Tree	
3	Poem	*Run!*	3. Responds verbally to questions based on day-to-day life experiences. 4. Uses a variety of simple nouns, personal pronouns, adjectives, and prepositions to make meaningful sentences.
	Prose	Nasruddin's Aim	
4		*Why?*	
		Alice in Wonderland	
5	Poem	*Don't be Afraid of the Dark*	5. Writes a few words/short sentences in response to poems and stories or uses picture clues. 6. Uses punctuation marks appropriately in writing, such as question marks, commas, full stops, and capital letters.
	Prose	Helen Keller	
6	Poem	*Hiawatha*	
	Prose	The Scholar's Mother Tongue	
7	Poem	A Watering Rhyme	
	Prose	The Giving Tree the Donkey	
8	Poem	Books	7. Uses nouns, verbs, adjectives, and prepositions in speech and writing 8. Enacts different roles in short skits with simple dialogues. 9. Responds in writing to questions based on day-to-day life experiences.
	Prose	Going to buy a Book	
9	Poem	*The Naughty Boy*	
	Prose	Pinocchio	

UNIT-1
POEM: WAKE UP

Learning Outcomes:

1. Reads small texts/ posters/ charts in English with comprehension.

2. Responds to simple instructions and announcements in English made in class/school.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 questions, 10 marks)

- **LO Assessed:** Reads small texts...with comprehension
- **Difficulty:** Easy (10 questions)

1. What does the poem tell the person to do? (K)
   a) Go to sleep b) **Wake up** c) Eat breakfast d) Read a book
2. What kind of day is it according to the poem? (K)
   a) **A lovely day** b) A rainy day c) A cold day d) A boring day
3. Who is singing in the trees? (K)
   a) Bees b) **Birds** c) Cows d) Sheep
4. What sound do the bees make? (K)
   a) Singing b) Cheep-cheep-cheep c) **Buzzing** d) Mooing
5. What sound does the tiniest chicken make? (K)
   a) **Cheep-cheep-cheep** b) Buzzing c) Singing d) Hooting
6. The poem says to "hurry up" and do what?
   (K) a) **Wash and dress** b) Lie in bed c) Eat dinner d) Go to school
7. Which animal is NOT mentioned in the poem? (K)
   a) Cow b) Horse c) **Dog** d) Duck
8. According to the poem, who is "up and about"? (K)
   a) The sleepy head b) The person singing c) **Everyone** d) Only the animals
9. Where does the poem say the birds are singing?
   (K) a) On the roof b) **In the trees** c) In the garden d) On the ground
10. Circle the correct word:
    The poem says, "It's much too late to **(lie/play)** in bed." (K)

Objective: Comprehension (20 questions, 20 marks)

11. What is the main idea of the poem? (C - Average)
    a) How to wash and dress b) Why we should sleep late
    c) **The importance of waking up early** d) The different animals on a farm
12. The word "lovely" in the poem means: (C - Easy)
    a) Sleepy b) **Beautiful** c) Rainy d) Quiet
13. The phrase "sleepy head" refers to: (C - Easy)
    a) Someone who has a headache b) **Someone who is tired and wants to sleep**
    c) Someone who is happy d) Someone who is angry
14. Based on the poem, which of these is a good thing to do? (C - Easy)
    a) Lie in bed b) **Come and play** c) Go back to sleep d) Stay inside
15. What is the purpose of the line "It's much too late to lie in bed"? (C - Average)
    a) To tell a person to sleep longer. b) To warn a person that they might be late for something.
    c) **To explain that it's time to wake up.** d) To describe the bedroom.
16. The poet repeats "Wake up! Wake up!" to: (C - Average)
    a) Make the poem sound funnier b) Make the poem longer
    c) Make the person feel sleepier d) **Put more emphasis on the message to wake up**
17. What might the person do after they "wash and dress"? (C - Average)
    a) Stay in bed b) **Go outside** c) Go to school d) Go back to sleep

18. The poem suggests that "everyone" being "up and about" means: (C - Average)

a) People are singing b) **Everything is active and busy**

c) The animals are sleeping d) It is very quiet

19. Find the two rhyming words from the first two lines of the poem. (C - Easy)

a) Birds, trees b) Up, lovely c) **Day, play** d) Bees, trees

20. What is the feeling of the poem? (C - Easy)

a) Sad and lonely b) **Happy and cheerful** c) Scary and dark d) Angry and loud

Read the poem below and answer the following questions:

I have a cat named Vesters, and he eats all day.
He always lays around and never wants to play.
Not even with a squeaky toy, nor anything that moves.
When I have him exercise, He always disapproves.
So we've put him on a diet, but now he yells all day.
And even though he's thinner, He still won't come and play.

31. What is the name of the cat? (C - Easy)

a) Jimmy b) Vesters c) Fatso d) McDonald

32. What two things does the cat do all day? (C - Easy)

a) Eats and plays b) Eats and lays around c) Runs and jumps d) Yells and sleeps

33. What did the owner put the cat on? (C - Easy)

a) A bed b) A leash c) A diet d) A toy

34. The word "disapproves" means the cat... (C - Average)

a) Likes to exercise b) Does not like to exercise c) Eats a lot of food d) Wants to play

35. What does the cat do after it is put on a diet? (C - Easy)

a) He plays b) He eats more c) He yells all day d) He runs away

36. What does the cat not want to play with? (C - Easy)

a) A ball b) A squeaky toy c) Other cats d) The owner

37. The owner wants the cat to... (C - Average)

a) Lay around b) Eat more c) Be active and play d) Yell all day

38. What is the cat's main problem? (C - Average)

a) He is too noisy. b) He is too thin. c) He is lazy and fat. d) He doesn't have a toy.

39. What is the final result of the cat's diet? (C - Average)

a) He is thinner and plays. b) He is fatter and yells.

c) He is thinner but still won't play. d) He is fatter and plays.

40. Why did the owner put the cat on a diet? (C - Average)

a) Because he yells all day. b) Because he won a trophy.

c) Because the cat was fat. d) Because the cat was thin.

41. **Fill in the Blanks (was/were):**

a) Rani _______ a good student. (Answer: was)
b) Rohit _______ a good football player. (Answer: was)
c) The toys _______ broken. (Answer: were)
d) The market _______ closed yesterday. (Answer: was)
e) The cows _______ grazing in the field. (Answer: were
f) The flowers _______ kept in the vase. (Answer: were)
g) The clock _______ ringing at 6. (Answer: was)
h) My brother _______ sleeping till 10 o'clock. (Answer: was)

Section 2: Short Answer Questions

Objective: Knowledge & Comprehension (5 questions, 10 marks)

- **LO Assessed:** Reads small texts...with comprehension
- **Difficulty:** Average (5 questions)

42. List two animals mentioned in the poem that are "up and about." (K)

43. The poem says, "The birds are singing in the trees." Name one other sound you can hear. (K)
44. Why do you think the poet is so eager for the person to wake up? (C)
45. What does the speaker ask the "sleepy head" to do after they get up? (C)
46. Based on the animals mentioned, what kind of place do you think the poem is set in? Explain your answer in one sentence. (C)

Section 3: Long Answer Questions (3 Questions)
Objective: Appreciation & Expression (3 questions, 12 marks $ marks each)

- **LO Assessed:** Reads small texts...with comprehension
- **Difficulty:** Difficult (3 questions)

47. How does the poet use language to make the morning sound inviting and lively? Mention at least two specific examples from the poem. (A)
48. What do you think is the overall theme or message of this poem? Why is it important to wake up and not lie in bed? Explain your thoughts. (A)
49. Imagine you are the person waking up. Write a short paragraph (3-4 sentences) describing what you would do and how you feel about the morning. Use some of the words from the poem. (E)

- **LO Assessed:** Responds to simple instructions and announcements in English made in class/school.
- **Difficulty:** Average (4 questions)

50. **Read the announcement and answer the questions that follow:**

Announcement "Dear Students, on coming Friday, our school will celebrate 'Lovely Day' to honour the beautiful morning described in our poem. We will have a group activity where you can make a chart on any animal from the poem. Come to the art room at 9 a.m. sharp. Please bring your drawing materials. The best chart will win a prize! Don't miss this chance to be creative."

1. When is the 'Lovely Day' celebration taking place? (C)
2. Where should students go for the activity? (C)
3. What are you asked to bring for the activity? (C)
4. What is the reward for the best chart? (C)

51. Read the announcement given by the teacher, and answer the questions:

Hurry up, dear students! There is a cultural dance competition coming up on Monday, 15th August. Take part in this, grab the champion’s trophy. Note, it is purely a Patriotic Day!

1. When was the dance competition taking place?
2. Why was the event held?
3. Which kind of song are you going to select for this competition?
4. What was the importance of 15th August?

MODEL QUESTION PAPER
Blueprint

Question No.	Marks	Objective	Type	Difficulty	Learning Outcome
1-8	8	Knowledge/Comp	Objective	5 Easy, 3 Avg	1
9-10	4	Knowledge	Short Answer	Average	1
11	2	Comprehension	Short Answer	Average	1
12	3	Comprehension	Short Answer	Average	1
13	3	Comprehension	Short Answer	Average	2
14	3	Appreciation	Long Answer	Difficult	1
15	2	Expression	Long Answer	Difficult	1
Total	**25**	**K:4, C:13, E:2, A:6**	**Obj:8, SA:12, LA:5**	**Easy:5, Avg:12, Diff:8**	

Set 1: Question Paper Total Marks: 25
Section 1: Objective Type Questions (8 Marks)

- **Learning Outcome Assessed:** Reads small texts/posters/charts in English with comprehension.
- **Total Marks:** 8
- **Difficulty:** 5 Easy, 3 Average

Comprehension (Based on the "Wake Up!" poem)

- **Directions:** Read the first poem you read in class and circle the correct option for each question.

1. What does the poem tell the person to do?

a) Go to sleep b) Wake up c) Eat breakfast d) Read a book

2. The word "lovely" in the poem means:

a) Sleepy b) Beautiful c) Rainy d) Quiet

3. Who is singing in the trees?

a) Bees b) Birds c) Cows d) Sheep

4. The phrase "sleepy head" refers to:

a) Someone who has a headache b) Someone who is tired and wants to sleep

c) Someone happy d) Someone angry

5. What sound do the bees make?

a) Singing b) Cheep-cheep-cheep c) Buzzing d) Mooing

6. The poem suggests that "everyone" being "up and about" means:

a) People are singing b) Everything is active and busy

c) The animals are sleeping d) It is very quiet

7. The poet repeats "Wake up! Wake up!" to:

a) Make the poem sound funnier b) Make the poem longer

c) Make the person feel more sleepy

d) Put more emphasis on the message to wake up

8. According to the poem, who is "up and about"?

a) The sleepy head b) The person singing

c) Everyone d) Only the animals

Section 2: Short Answer Questions (12 Marks)

- **Learning Outcome Assessed:** Reads small texts... with comprehension.
- **Total Marks:** 12**Difficulty:** 4 Average

9. List two animals mentioned in the poem that are "up and about." (2 marks)
10. The poem says, "The birds are singing in the trees." Name one other sound you can hear. (2 marks)
11. Why do you think the poet is so eager for the person to wake up? (2 marks)
12. Based on the animals mentioned, what kind of place do you think the poem is set in? Explain your answer in one sentence. (3 marks)
13. Read the announcement and answer the questions that follow: (3 marks)

Announcement: "Dear Students, on coming Friday, our school will celebrate 'Lovely Day' to honour the beautiful morning described in our poem. We will have a group activity where you can make a chart on any animal from the poem. Come to the art room at 9 a.m. sharp. Please bring your drawing materials. The best chart will win a prize! Don't miss this chance to be creative.

a. When is the 'Lovely Day' celebration taking place?

b. What are you asked to bring for the activity?

c. What is the reward for the best chart?

Section 3: Long Answer Questions (5 Marks)

- **Learning Outcome Assessed:** Reads small texts... with comprehension, and Expression.

- **Total Marks:** 5**Difficulty:** 1 Difficult, 1 Average

14. What is the overall theme or message of this poem? Why is it important to wake up and not lie in bed? Explain your thoughts. (3 marks)
15. Imagine you are the person waking up. Write a short paragraph (3-4 sentences) describing what you would do and how you feel about the morning. (2 marks)

Key and Marking Scheme for Set 1

Q. No	Expected Answer	Marks
1	b) Wake up	
2	b) Beautiful	
3	b) Birds	
4	b) Someone who is tired and wants to sleep	
5	c) Buzzing	
6	b) Everything is active and busy	
7	d) Put more emphasis on the message to wake up	
8	c) Everyone	
9	Birds, bees, cows, sheep, tiniest chicken.	(Any two animals for 1 mark each.)
10	Buzzing of the bees, cheep-cheep-cheep of the chicken, or moo of the cow.	(1 mark for the sound, 1 mark for linking it to the animal.)
11	The poet wants the person to wake up because it's a "lovely day" and all the animals are already active. He wants them to get up and enjoy the morning.	(1 mark for the reason, 1 mark for linking it to the poem's atmosphere.)
12	The poem is likely set on a farm or in the countryside because it mentions animals like cows, sheep, and chickens.	(1 mark for the location, 2 marks for the explanation with animal examples.)
13	a. On coming Friday. b. Your own drawing materials. c. A prize.	I mark each
14	The main message is to get up early and appreciate the beauty and activity of the morning. It's important to wake up to not miss the day's opportunities and to be a part of the active world around us. (students can write by their own)	(1 mark for theme, 2 marks for explanation of importance.)
15	The student's response should be a creative paragraph (3-4 sentences) that describes their actions and feelings. It should show an understanding of the poem's theme (e.g., getting up, feeling happy, going outside).	(2 marks for a well-written paragraph, 1 mark for a simple or partially relevant answer.)

Set 2: Question Paper

Question No.	Marks	Objective	Type	Difficulty	Learning Outcome
1-8	8	Knowledge/Comprehension	Objective	Easy (8)	
9-10	4	Comprehension	Short Answer	Average	
11	4	Comprehension	Short Answer	Average	
12	4	Expression/Comprehension	Short Answer	Average	
13	3	Appreciation	Long Answer	Difficult	
14	2	Expression	Long Answer	Difficult	
Total	**25**	**K:8, C:11, E:4, A:2**	**Obj:8, SA:12, LA:5**	**Easy:8, Avg:12, Diff:5**	

Section 1: Objective Type Questions (8 Marks)

- **Learning Outcome Assessed:** Reads small texts/posters/charts in English with comprehension.
- **Total Marks:**8 Difficulty**:** 8 Easy

Comprehension (Based on the "Cat" poem)

- **Directions:** Read the poem given below and circle the correct option for each question.

I have a cat named Vesters, and he eats all day.

He always lays around and never wants to play.

Not even with a squeaky toy, nor anything that moves.

When I have him exercise, He always disapproves.

So we've put him on a diet, but now he yells all day.

And even though he's thinner, He still won't come and play.

1. What is the name of the cat?

   a) Jimmy b) Vesters c) Fatso d) McDonald

2. What two things does the cat do all day?

   a) Eats and plays b) Eats and lays around c) Runs and jumps d) Yells and sleeps

3. What did the owner put the cat on?

   a) A bed b) A leash c) A diet d) A toy

4. What does the cat do after it is put on a diet?

   a) He plays b) He eats more c) He yells all day d) He runs away

5. What does the cat not want to play with?

   a) A ball b) A squeaky toy c) Other cats d) The owner

6. The owner wants the cat to...

   a) Lay around b) Eat more c) Be active and play d) Yell all day

7. What is the final result of the cat's diet?

   a) He is thinner and plays. b) He is fatter and yells.

   c) He is thinner but still won't play. d) He is fatter and plays.

8. Why did the owner put the cat on a diet?

   a) Because he yells all day. b) Because he won a trophy.

   c) Because the cat was fat .d) Because the cat was thin.

Section 2: Short Answer Questions (12 Marks)

- **Learning Outcome Assessed:** Responds to simple instructions and announcements in English.
- **Total Marks:** 12**Difficulty:** 10 Average

9. The word "disapproves" means the cat... (2 marks)
10. What is the cat's main problem? (2 marks)
11. Read the announcement given by the teacher, and answer the questions: (4 marks)

Announcement: "Hurry up, dear students! There is a cultural dance competition coming up on Monday, 15th August. Take part in this, grab the champion's trophy. Note, it is purely a Patriotic Day!"

a. When is the dance competition taking place? b. Why was the event held?

c. What is the importance of 15th August? d. What is the reward for the winner?

12. Read the poster and write two sentences about it: (4 marks)



Section 3: Long Answer Questions (5 Marks)

- **Learning Outcome Assessed:** Reads small texts... with comprehension.
- **Total Marks:** 5
- **Difficulty:** 2 Difficult, 3 Appreciation/Expression

13. The cat named "Meenu" is put on a diet. What do you think the owner feels about the cat's new behaviour (yelling all day)? Explain your answer. (3 marks)

14. Based on the poem given below, write a short message from the owner to a friend explaining why their cat is on a diet. (2 marks)

    A lonely whisker, a gentle purr,

    A soft, warm friend wrapped up in fur.

    Don't buy a life, but open your door,

    To a friend who's waiting for so much more.

    Adopt a cat, let your love begin,

    And find a new best friend within.

Key and Marking Scheme for Set 2

Q. No	Expected Answer	Marks
1	b) Vesters	
2	b) Eats and lays around	
3	c) A diet	
4	c) He yells all day	
5	b) A squeaky toy	
6	c) Be active and play	
7	c) He is thinner but still won't play	
8	c) Because the cat was fat.	
9	does not like or does not approve of exercising.	1 mark for "does not like," 1 mark for "exercise."
10	The cat is lazy and overweight (or fat) and does not want to play.	1 mark for laziness, 1 mark for being overweight/fat.
11	a. Monday, 15th August. b. It is a cultural dance competition. c. It is a Patriotic Day. d. The champion's trophy	1 mark each

12	The student should write two clear, complete sentences based on the poster. For example: "The poster is about adopting a pet. It encourages people to find a new best friend."	2 marks per sentence, with marks for clarity, grammar, and relevance to the poster's content.
13	The owner likely feels frustrated and disappointed. They put the cat on a diet to help him, but now the cat is yelling all day, which is a new problem. The owner is also likely tired that the cat still does not play even after becoming thinner. Student write by their own.	1 mark for identifying the emotion, 2 marks for a logical explanation using evidence from the poem.
14	The student should write a short, informal message (e.g., "Hi! Just wanted to let you know my cat Vesters is on a diet because he was getting so fat. He just lies around all day! It's not going well; he just yells at me now	1 mark for a relevant and creative message, 1 mark for reflecting details from the poem.
15	The student's response should be a creative paragraph (3-4 sentences) that describes their actions and feelings. It should show an understanding of the poem's theme (e.g., getting up, feeling happy, going outside).	2 marks for a well-written paragraph, 1 mark for a simple or partially relevant answer.

Unit 1: Poem – Wake Up! | Prose – Neha's Alarm Clock

Learning Outcomes (LOs):

By the end of this unit, children will be able to:

1. Read and respond to simple poems and prose with comprehension.
2. Identify and use nouns, pronouns, adjectives, and prepositions in context.
3. Respond verbally and in writing to day-to-day experiences.
4. Narrate/retell events in sequence.
5. Appreciate values like discipline, punctuality, and enjoying nature.

Section 1: Objective Type Questions (20 Questions, 20 Marks)
Knowledge (10 Questions, 10 Marks)
(Difficulty: Easy)

Poem – Wake Up!

1. Who wrote the poem *Wake Up!*?
   a) Ruskin Bond b) Aileen Fisher c) John Keats d) Rabindranath Tagore
   Answer: b) Aileen Fisher

2. What does the poet ask the children to do in the morning?
   Answer: Wake up early.

3. What are the birds doing in the morning?
   a) Sleeping b) Chirping and singing c) Flying silently d) Hiding
   Answer: b) Chirping and singing

4. What are the bees doing?
   Answer: Buzzing.

5. What lesson does the poem give?
   Answer: Wake up early and enjoy nature**.**

Prose – Neha's Alarm Clock
6. Who is the main character in the prose story?
Answer: Neha

7. What wakes Neha up instead of her alarm clock?
   a) Teacher b) Birds and sunlight c) Friends d) Mother
   Answer: b) Birds and sunlight

8. What happens when the alarm clock does not ring?
   Answer: Neha still wakes up by natural sounds and light.

9. What does Neha wish for?
   Answer: To sleep longer in the morning.

10. What is the moral of the story?
    Answer: Nature and habits help us wake up; we should be disciplined.

II. Fill in the blanks using was / were.
1. Rani ____________a good student.
2. Rohit___________a good football player.
3. The toys ________broken.
4. The Children _____________playing in rain
5. The market______________ closed yesterday
6. The cows _____________ grazing in the field.
7. The flowers____________ kept in the vase.
8. My friends______________ reading in a library.
9. The clock ____________ringing
10. My brother ______________sleeping till10 0' clock**.**

III. Give the plurals of the given words:

1. **day- ____________ 2. tree- ____________ 3. bee- ____________ 4. duck- ____________ 5. clock- ____________ 6. sheep- ____________ 7. blanket- ____________ 8. Bed- ____________ 9. ear- ____________ 10. head- ____________**

IV Write the words that begin with the following letters sound.

Example: b- bird
1. ch- ____________ 2. d- ____________ 3. f- ____________ 4. ri- ____________ 5. sl- ____________ 6. br- ____________ 7. su- ____________ 8.du- ____________

9. dr- ____________ 10. pl- ____________

V. Tick the right spelling in the given set of words:
1. snuggle, stugle ,slugule
2. boko book bokk
3. clok clack clock

4. alarm almra arlac
5. waks wakles wakes
6. morning moring marning
7. rigs rings risgs
8. sleep spleep sleap
9. bids birds brids
10. mother morter marther

VI. Give the rhyming words for:

1. day - ____________ 2. trees - ____________ 3. bed - ____________ 4. sheep- ____________ 5. book - ____________ 6. six - ____________ 7. ring-____________ 8. fast- ____________ 9. sun- ____________ 10. can- ____________

Key Answers

II. Fill in the blanks using was / were

1. was
2. was
3. were
4. were
5. was
6. were
7. were
8. were
9. was
10. was

III. Give the plurals

1. day — **days** 2) tree — **trees** 3) bee — **bees** 4)duck — **ducks** 5) clock — **clocks** 6) sheep — **sheep** 7) blanket — **blankets** 8) bed — **beds** 9) ear — **ears**

10) head — **heads**

IV. Words that begin with the given sounds

1. **ch** — chair 2) **d** — dog 3) **f** — fan 4) **ri** — river 5) **sl** — sleep 6) **br** — brush 7) **su** — sun 8) **du** — duck 9) **dr** — drum 10) **pl** — plant

V. Tick the right spelling

1. **snuggle** 2) **book** 3) **clock** 4) **alarm** 5) **wakes** 6) **morning** 7) **rings** 8) **sleep** 9) **birds** 10) **mother**

VI. Rhyming words

1. day — **say / play**
2. trees — **bees / breeze**
3. bed — **red / head**
4. sheep — **keep / sleep**
5. book — **look / cook**
6. six — **mix / fix**
7. ring — **sing / wing**
8. fast — **last / past**

9. sun — **fun / run**
10. can — **man / van**

Comprehension (10 Questions, 10 Marks)
(Difficulty: Average)

11. Why does the poet want children to get up early?
    Answer: To enjoy birds, animals, sunshine, and freshness of morning.
12. What are the cows and horses doing in the poem?
    Answer: Walking to the fields.
13. What makes the morning beautiful according to the poem?
    Answer: Singing birds, buzzing bees, sunshine, and animals.
14. Why does Neha not like to get up early?
    Answer: Because she wants to sleep more.
15. How did Neha finally realise she doesn't need an alarm clock?
    Answer: She noticed nature (birds, sunlight) wakes her up every day.
16. What lesson do we learn from Neha's story?
    Answer: Self-discipline and accepting natural routines.
17. Write two nouns and two adjectives from the poem.
    Answer: Nouns – birds, bees; Adjectives – little, fresh.
18. Write two nouns and two adjectives from the prose.
    Answer: Nouns – clock, bed; Adjectives – sleepy, bright.
19. Compare the poet's message and Neha's experience.
    Answer: Both say mornings are for waking up and starting fresh.
20. What values do these texts promote?
    Answer: Punctuality, enjoying nature, and discipline.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

(Difficulty: Average)

21. What does the poem *Wake Up!* tell children about the morning? (2m)
    Answer: It tells children to wake up early and enjoy the beauty of nature.
22. What made Neha realise she doesn't need an alarm clock? (2m)
    Answer: Birds, sunlight, and her own body clock wake her up.
23. What happens in the poem when the sun comes up? (2m)
    Answer: Birds chirp, bees buzz, animals go to work.
24. Write two sentences about Neha's feelings in the morning. (2m)
    Answer: She wanted to sleep more, but nature woke her up.
25. Write two things you do in the morning before school. (2m)
    Answer: (Open-ended; expected: brush, bathe, read, play, etc.)

Section 3: Long Answer Questions (3 Questions, 12 Marks)

(Difficulty: Difficult)

26. What is the message of the poem *Wake Up!*? (4m)
    Answer: To wake up early, enjoy nature, and live actively.

27. Imagine you are Neha. Write a diary entry about one morning when you woke up late. (4m)
    Answer (Sample):
    "Dear Diary, today I did not hear the alarm clock. I wanted to sleep more. Suddenly, birds chirped loudly and the sunlight came in. I woke up late and hurried to school. I realised nature always wakes me up."

28. Compare the poem *Wake Up!* and the prose *Neha's Alarm Clock.* (4m)
    Answer: The poem tells all children to rise early and enjoy nature. The prose shows one child, Neha, learning that nature itself is the best alarm clock. Both show the importance of mornings and discipline.

Blueprint for Model Question Paper (Unit 1)

Q. No.	Marks	Objective	Type	Difficulty	LO
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	1,2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	2
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who wrote the poem *Wake Up!*?
   Answer: Aileen Fisher

2. What are the birds doing in the morning?
   Answer: Chirping and singing

3. What are the bees doing?
   Answer: Buzzing

4. What lesson does the poem give?
   Answer: Wake up early and enjoy nature.

5. Who is the main character in the prose?
   Answer: Neha

6. What wakes Neha up?
   Answer: Birds and sunlight

7. What happens if the alarm clock does not ring?
   Answer: Neha still wakes up from natural sounds and light.

8. What does Neha wish for in the morning?
   Answer: To sleep longer

9. Write one noun and one adjective from the poem.
   Answer: Bird – noun, little – adjective

10. Write one noun and one adjective from the prose.
    Answer: Clock – noun, sleepy – adjective

11. What is the moral of the poem?
    Answer: Wake up early and enjoy mornings.

12. What is the lesson of Neha's story?
    Answer: Nature teaches discipline.

Section B: Short Answer (8 Marks)

13. Why does the poet want children to wake up early? (2m)
    Answer: To enjoy morning nature and freshness.

14. What is funny about Neha's alarm clock? (2m)
    Answer: Even when it doesn't ring, she wakes up by nature.

15. Write two describing words from the poem. (2m)
    Answer: Little, fresh

16. Write two describing words from the prose. (2m)
    Answer: Sleepy, bright

Section C: Long Answer (5 Marks)

17. Compare the poem *Wake Up!* and the prose *Neha's Alarm Clock.* (5m)
    Answer: The poem teaches all children to rise early and enjoy nature. The prose shows Neha's personal experience with mornings. Both highlight the importance of mornings and discipline.

Unit 2: Noses (Poem) & The Little Fir Tree (Prose)

Learning Outcomes (LOs):

1. Reads small texts/poems with comprehension.
2. Responds orally/in writing to questions based on stories.
3. Uses nouns, adjectives, pronouns, and prepositions in sentences.
4. Narrates/retells events in correct sequence.

Section 1: Objective Type Questions (20 Questions)

Knowledge (10 Questions, 10 Marks)

1. What shape does the poem compare the nose to?
   Answer: b) Handle
2. According to the poem, where is the nose placed?
   Answer: a) In the middle of the face
3. The poem says the nose has how many little holes?
   Answer: b) Two
4. Who wrote the poem "Noses"?
   Answer: a) Aileen Fisher
5. The poet calls the nose…
   Answer: a) A funny thing
6. The Little Fir Tree was unhappy because…
   Answer: b) It had needles instead of leaves
7. What leaves did the fir tree first wish for?
   Answer: a) Golden leaves
8. What happened to the glass leaves?
   Answer: b) They broke
9. What did the goat eat from the fir tree?
   Answer: c) Grass leaves
10. At the end, what kind of leaves did the tree get back?
    Answer: d) Needle-like leaves

II. Match the following

1. The little fir tree	goat
2. Green leaves	wind
3. Gold leaves	contended
4. Glass leaves	Thief
5. Be happy.	Needle like leaves

III Add 'im",'dis' 'un"to the following

1. happy 2.safe 3. Pure 4.polite

IV. Add 'ly" to the following

1. sudden 2. bitter 3. Loud 4.bright

V. Write the plurals of the following

1.tree . 2.wish 3.friend 4.man

VI. Rewrite the sentences using capital letter and full stop

on Saturday afternoon amarjit and rani went to a picnic to the India gate they were buying fruits and vegetables

VII. Differentiate the actions into happy and unhappy

1. Respecting elders,
2. Not sharing,
3. Not saying thanks,
4. playing with elders

VIII. Fill up the blanks by choosing the right answer from the options: [Characteristics, parts, smelling, gills, sharp]

1. Features means __________________ of people.
2. Fish breathe through _______________.
3. Nose is also used for _________________.
4. Nose is a ___________ of a body.
5. I have a _____________ nose.

IX. Match the following:

1 Eyes	Smile
2. Ears	Eat
3. Nose	See
4. Lips	Hear
5. Teeth	Breathe

V. Write the rhyming words for the following:
1. Hair: _____, _____. , ________, _____________ 2. Money _________, _________, ___________, _____

VI. Write the antonym of start: A) Go. B) follow C) begin. D) end

VII. **The synonym of space is**_____. A) room. B) outside. C)volume. D) area

VIII. Choose the right form of the verb: 1. The nose _________ [is/was] a funniest thing. 2. I _________[look/looked] in the mirror.

IX. Fill the blank with correct word:
1. The school began __________ (at/ on) 9.30am
2. Fish swims ____________ water. (in/at)

X. **Describe your favourite fruit**:

XI. Fill in the blanks:

1. The little fir tree grew in a ______________forest
2. The little fir tree wanted to be a ____________________tree
3. The palm tree had ___________leaves
4. The little fir tree had ____________instead of leaves
5. The goats ate the ___________of the bushes
6. The woodcutters came to cut down the________trees

7. The little fir tree was ___________of its appearance
8. The little fir tree felt __________when decorated with ornaments
9. The little fir tree learned to appreciate its ____________
10. The little fir tree was used as a ____________tree

XII. True or false.

1. the little fir tree was happy with its appearance
2. the palm trees had small trees
3. the little fir tree grew in a sparse forest
4. the wood cutters came to the forest to palm tress
5. the little fir tree felt joyful when decorated with ornaments

XIII. MCQ: {GRAMMAR RELATED}

1. The little fir tree _____________in a dense forest a. Grow b. Grows c. Grew d. Growing
2. The little fir tree wanted _________ a big tree a. To be b. Being c. Bed. Been
2. The palm trees _________beautiful leaves a. Have b. Has c. Having d. Had
3. The goats ___________the leaves of the bushes a. Eat b. Eats c. Eating d. Ate
4. The wood cutters _______to cut down trees a. Come b. Comes c. Coming d. Came
5. The little fir tree ________ a shamed of its appearances a. Feel b. Feels c. Feeling d. Felt
6. The little fir tree __________with ornaments a. Decorate b. Decorated c. Was decorated d. Decorating
7. The little fir tree___________happy when it saw the ornaments a. Feel b. Feels c. Felt d. Feeling
8. The forest _____________covered with snow in winter a. Was b. Is c. Being d. Been
9. The little fir tree __________its uniqueness a. Appreciate b. Appreciates c. Appreciated d. Appreciating

XIV. MCQs on (adjectives)

1. The little fir tree was __________of its appearance a. Proud b. Ashamed c. Happy d. Tall
2. The palm trees has __________leaves a. Small b. Big c. Beautiful d. Green
3. The little fir tree grew in a _________forest a. Dense b. Sparse c. Small d. Big
4. The wood cutters were __________men a. Strong b. Weak c. Tall d. Short
5. The little fire tree felt ¬¬¬¬¬¬¬¬¬¬¬¬________when decorated a. Sad b. Happy c. Angry d. Scared
6. The little fir free was a ____________tree a. Big b. Small c. Tall d. Short
7. The forest was __________in winter a. Cold b. Hot c. Sunny d. Rainy
8. The little fir tree had ________ branches a. Long b. Short c. Thin d. Thick
9. The ornaments on the little fir tree were_____________ a. Colourful b. Dull c. Big d. Small
10. The little fir trees needles were_________________ a. Soft b. Hard c. Pricking d. Sharp 6.

XV. Opposites

1. Big x 2. Tall x 3. Happy x 4. Ashamed x 5. Old x 6. Strong x 7. Decorated x 8. Happy x 9. Old x 10. Beautiful x

XVI. Who said to whom
1. “oh, how beautiful you are!”?
2. “I wish I were a tall tree “
3. “you are special “
4. “cut down this tree”
5. “you are unique “

XVII. Fill up the blanks with the right answer from the lesson
1.____________ was a magician.
2. Shetty was returning ________________.
3. Shetty was _________________.
4. The fir tree was very _________________ with its leaves.
5. The tree was granted _______________ wishes.
6. Shetty looked around for ________________.
7. The little fir tree had ______________like leaves.
8. The little fir tree wished ______________leaves for the first wish.
9. The ______________ate all the green leaves.
10. Shetty was _______ for the little fir tree.
12. The little fir tree had _____________ for the second wish.
13 The _____________ stole the god leaves.
14. The little fir tree had _________ leaves for the third wish.
15. The glass was blown by the ___________.

XVIII. The rhyming words for the word
Gold: ________________
Goat: _________________
Sad______________
Fast___________________

Pair the rhyming words
Boat, bold, last that, fold, must

Supply the describing word for the following
1 The little fir tree had _____leaves A) needle B) small. C) broad
2. The __________ fir tree was sad A) little. B) tiny C) large
3. Shetty had a ____________ stick A) magic. B) long. C) bamboo
4. The little fir tree was ________. A) pretty. B) ugly. C) angry
4. Shetty had ____________ powers A) magical. B) money. C) no
5. The little fir tree was ___________with its appearance. A) unhappy. B) not bothered. C) careless

Add the right suffix for the following words like -full, -less,-ance,-ness,-al,-ment
1. care - 2. appear- 3. sad- 4. magic 5. content 6. happy 7. entertain 8. beautiful 9. grate 10. fulfil

Pick the action word from the following
1. Shetty granted four wishes.
2. Shetty was returning home.
3. The little fir tree was growing tall.
4. We should not cut trees.
5. We should grow more trees.
6. Plant more trees.

7. The little Fort relived four more years.
8. Please don’t chop me said the tree.
9. The little fir tree realised its true happiness.
10. The little fir tree was thankful for the magician.
11. Shetty looked for shelter.

Choose the right preposition from the brackets and fill-up the blanks [at, for with on, in, to, by from, under, behind between]

1. Shetty was returning home _________ the village.
2. Shetty looked _________ the shelter.
3. The little fir tree was ________ the dense forest
4. Shetty looked __________ shelter.
5. Shetty stood _______ the little fir tree.
6. There was a pine tree ____________ the fir tree.
7. Shetty looked _________ the fir tree.
8. Ramu is sitting __________ Rahu and Swamy.
9. The little fir tree was granted wishes _________ Shetty.
10. The little fir tree was growing along _________ the other trees.
11. There are many trees__________ the forest.
12. Shetty granted wishes ___________the wand.

Write the antonym of:

1. happy 2. careful 3. long 4. thankful 5. safe 6. beautiful 7. destroy 8. boon 9. more 7. alone 8. always 9. dull 10. day 11. contented 12. satisfy 13. clever 14. tall 15. thin 16. under 17. humble 18. innocent 19. give 20. True

Key answers

II. Match the following

1. The little fir tree → **Needle-like leaves**
2. Green leaves → **Goat**
3. Gold leaves → **Thief**
4. Glass leaves → **Wind**
5. Be happy → **Contented**

III. Answer the following (short key points)

1. **Three wishes** (granted by Shetty).
2. **Needle-like leaves** (at first).
3. He was **happy/pleased** to help the little fir tree.
4. **Student’s own** (Yes/No).
5. **Shetty** (looked around for shelter).

IV. Add prefixes im / dis / un

1. happy — **unhappy**
2. safe — **unsafe**
3. pure — **impure**
4. polite — **impolite**

V. Add -ly

1. sudden — **suddenly**
2. bitter — **bitterly**
3. loud — **loudly**
4. bright — **brightly**

VI. Plurals

1. tree — **trees** 2) wish — **wishes** 3) friend — **friends** 4) man — **men**

VII. Rewrite with capitals & full stop

On Saturday afternoon, Amarjit and Rani went for a picnic to India Gate.
They were buying fruits and vegetables.

VIII. Differentiate (Happy / Unhappy actions)

- **Happy:** Respecting elders; playing with elders
- **Unhappy:** Not sharing; Not saying thanks

. Fill in the blanks

a) grew in a **sparse** forest
b) wanted to be a **tall/big** tree
c) the palm tree had **broad/big** leaves
d) had **needles** instead of leaves
e) goats ate the **leaves** of the bushes
f) woodcutters came to cut down the **tall** trees
g) was **ashamed** of its appearance
h) felt **happy/joyful** when decorated with ornaments
i) learned to appreciate its **uniqueness/own leaves**
j) was used as a **Christmas** tree

2. True or False

1. False 2) False 3) True 4) False 5) True

4. MCQ (Grammar)

1. c) Grew
2. a) To be
3. a) Have
4. d) Ate
5. d) Came
6. d) Felt
7. c) Was decorated
8. c) Felt
9. a) Was
10. c) Appreciated

5. MCQ (Adjectives)

1. b) Ashamed
2. c) Beautiful
3. b) Sparse
4. a) Strong
5. b) Happy
6. b) Small
7. a) Cold
8. c) Thin
9. a) Colourful
10. d) Sharp

6. Opposites

Big × **small**; Tall × **short**; Happy × **sad**; Ashamed × **proud**; Old × **young**; Strong × **weak**; Decorated × **plain/undecorated**; Beautiful × **ugly**; *(Happy/Old repeated: use above pairs.)*

7. Who said to whom

1. “Oh, how beautiful you are!” — **People/children to the little fir tree.**
2. “I wish I were a tall tree.” — **The little fir tree (to itself).**
3. “You are special.” — **Shetty (magician) to the little fir tree.**
4. “Cut down this tree.” — **Woodcutter(s) to each other/crew.**
5. “You are unique.” — **Shetty (magician) to the little fir tree.**

9. Fill in the blanks (Knowledge)

1. **in** the mirror
2. **Nose** is the funniest thing.
3. at the end of the **face**
4. **two**
5. **smelling**
6. Nose is like a **handle**
7. I **smell** and **breathe**
8. end of the **forehead** and start of the **nose/face**

***THE LITTLE FIR TREE* (lesson fills)**

1. **Shetty** was a magician.
2. Shetty was returning **home**.
3. Shetty was **kind-hearted**.
4. The fir tree was very **unhappy** with its leaves.
5. The tree was granted **three** wishes.
6. Shetty looked around for **shelter**.
7. The little fir tree had **needle-like** leaves.
8. First wish: **golden** leaves.
9. The **goats** ate all the green leaves.
10. Shetty was **sorry** for the little fir tree.
11. Second wish: **glass** leaves.
12. The **thief/man** stole the gold leaves.
13. Third wish: **green (broad)** leaves.
14. The glass was blown by the **wind**.

11. Rhyming words

1. Gold — **bold / sold / cold**
2. Goat — **boat / coat**
3. Sad — **bad / glad**
4. Fast — **last / past**

12. Pair the rhyming words (model pairs)

- **bold – fold**
- **last – fast***(fast not listed; if restricted to given list, accept nearest: last–past)*
- **that – hat***(supply)*
- **boat – coat***(supply)*
- **must – just***(supply)*

(If you must use only the six given: **bold–fold**, and accept teacher-supplied rhymes for the others.)

Supply the describing word (tick one)

1. The little fir tree had **A) needle** leaves.
2. The **A) little** fir tree was sad.
3. Shetty had a **A) magic** stick.
4. The little fir tree was **A) pretty***(when decorated)*.

5. Shetty had **A) magical** powers.
6. The little fir tree was **A) unhappy** with its appearance.

Add the right suffix (-ful, -less, -ance, -ness, -al, -ment)

1. care — **careful / careless**
2. appear — **appearance**
3. sad — **sadness**
4. magic — **magical**
5. content — **contentment**
6. happy — **happiness**
7. entertain — **entertainment**
8. *(beauty)* → **beautiful***(correcting "beautiful")*
9. great — **greatness***(if "grate" given, use* ***grateful****)*
10. fulfil — **fulfilment/fulfilment**

Pick the action word (verb)

1. **granted** 2) **returning** 3) **was growing** 4) **cut** 5) **grow**
2. **Plant** 7) **lived***(if "lived" intended)* 8) **chop** 9) **realised**
3. *("was thankful" → state)* 11) **looked**

Prepositions

1. **from** 2) **for** 3) **in** 4) **for** 5) **by**
2. **behind** 7) **at** 8) **between** 9) **by** 10) **with**
3. **in** 12) **with**

Antonyms

happy–**sad**; careful–**careless**; long–**short**; thankful–**ungrateful**; safe–**unsafe**; beautiful–**ugly**; destroy–**create/build**; boon–**bane/curse**; more–**less**; alone–**together**;
always–**never**; dull–**bright**; day–**night**; contented–**discontented**; satisfy–**dissatisfy/unsatisfy**;clever–**stupid/foolish**; tall–**short**; thin–**thick**; under–**over**; humble–**proud**; innocent–**guilty**; give–**take**; true–**false**

Noses

II. Fill in the blanks (choose the right answer)

1. Features means **characteristics**.
2. Fish breathe through **gills**.
3. Nose is also used for **smelling**.
4. Nose is a **part** of a body.
5. I have a **sharp** nose.

IV. Match the following

1. Eyes → **See**
2. Ears → **Hear**
3. Nose → **Breathe***(also smell)*
4. Lips → **Smile**
5. Teeth → **Eat**

V. Rhyming words

- Hair: **pair, fair, chair, stair**
- Money: **honey, funny, sunny, bunny**

VI. Antonym of *start* → D) end

VI. Synonym of *space* → D) area *('room' also works, but best answer here: area)*

VII. Choose the right form of the verb

1. The nose **is** a funniest thing. *(better: "a funny thing"; pick **is**)
2. I **looked** in the mirror.

VIII. Fill with correct preposition

1. at 2) in

IX. Describe your favourite fruit

(Free response — students' own answer.) **..**

Fill up the blanks by choosing the right answer (Knowledge)

1. I looked________the mirror.
2. ____________ is the funniest thing.
3. The nose is located at the end of_________.
4. Nose have ____________ holes.
5. Nose helps us in_____________.
5. Nose is like a __________.
6. I____________ and ___________.
7. I have a_________ nose.
8. Nose starts from the end of_________and start of ________

Comprehension (10 Questions, 10 Marks)

11. Why does the poet say the nose is funny?
    Answer: Because it sticks out like a handle in the middle of the face.
12. How does the poet describe the nose's position on the face?
    Answer: Right in the middle, sticking out.
13. What lesson do we learn from "The Little Fir Tree"?
    Answer: To be happy with what we have and not keep wishing for more.
14. Why did the fir tree not like its needle-like leaves?
    Answer: Because it thought they were not as beautiful as other leaves.
15. What happened to the golden leaves?
    Answer: A man came and stole them.
16. Arrange the wishes of the fir tree in order.
    Answer: 1. Golden leaves → 2. Glass leaves → 3. Green broad leaves → 4. Back to needle-like leaves.
17. Why do you think the goat ate the leaves?
    Answer: Because they were soft and edible like grass leaves.
18. Which wish of the tree was the most foolish, in your opinion? Why?
    Answer: The glass leaves, because they were fragile and easily broke.
19. Write two describing words (adjectives) used in the poem "Noses."
    Answer: Funny, little.
20. What do you learn about being happy with what you have?
    Answer: That wishing too much can bring trouble, and being content brings peace.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. Describe how the poet compares the nose to a handle.
    Answer: The poet says the nose is like a little handle sticking out from the face.
22. What two things happened when the fir tree had glass leaves?
    Answer: They looked beautiful in the sun but soon broke in the wind.
23. What do you think is the funniest line in the poem "Noses"? Why?
    Answer: "Sticking right out where all of it shows" – because it makes us laugh at how obvious our nose looks.
24. Write two sentences on why the fir tree finally accepted its own leaves.
    Answer: The tree realised that every type of leaf brought problems. Needle-like leaves kept it safe, so it was best to accept them.
25. Write any two nouns and two adjectives from the poem "Noses."
    Answer: Nouns – nose, face; Adjectives – funny, little.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. How does the poem "Noses" make you look at your nose differently?
    Answer: It makes me laugh at how funny the nose looks, like a handle, but also makes me feel special because everyone's nose is unique.
27. Imagine you are the little fir tree. Write a diary entry about your experience of changing leaves.
    Answer (sample):
    "Dear Diary,
    Today I wished for golden leaves, but they were stolen. Then I got glass leaves, but they broke. When I had green leaves, the goat ate them. Finally, I realised my own needle leaves are best. I feel happy now to be myself."
28. What is the main message of both the poem and the story in this unit?
    Answer: Both teach us to accept ourselves as we are. The poem shows us to laugh at our noses instead of disliking them, and the story teaches us to be content with what we already have.

Blueprint – Unit 2

Q. No.	**Marks**	**Objective**	**Type**	**Difficulty**	**LO**
1–8	8	Knowledge/Comprehension	Objective	5 Easy, 3 Avg	1,2
9–12	8	Comprehension	Short Answer	4 Avg	1,2
13	2	Expression	Short Answer	Avg	2,3
14	3	Appreciation	Long Answer	Difficult	1,4
15	4	Expression	Long Answer	Difficult	3,4

Model Question Paper – Unit 2 (Noses & The Little Fir Tree)
Maximum Marks: 15
Time: 40 minutes

Section A – Objective Type (5 Marks)
(Each question carries **1 mark**)

1. Who wrote the poem *"Noses"*?
   a) John Keats

b) Aileen Fisher
c) Ruskin Bond
d) Girija Rani Asthana

2. According to the poem, where is the nose placed?
   a) On the forehead
   b) Near the chin
   c) In the middle of the face
   d) Behind the ear
3. What happened to the golden leaves of the fir tree?
   a) They broke
   b) They were stolen
   c) They were eaten by a goat
   d) They dried up
4. What did the goat eat from the fir tree?
   a) Golden leaves
   b) Glass leaves
   c) Grass leaves
   d) Green broad leaves
5. The poet calls the nose a…
   a) Lovely thing
   b) Funny thing
   c) Tiny thing
   d) Strong thing

Section B – Short Answer Type (6 Marks)

(Each question carries **2 marks**)

6. Why does the poet say the nose is funny?
7. Arrange the fir tree's wishes in order.
8. Write two nouns and two adjectives from the poem *"Noses."*

Section C – Long Answer Type (4 Marks)

(Answer in 4–5 sentences. Each question carries **4 marks**. Attempt any one.)

9. What is the main lesson you learn from the story *"The Little Fir Tree"*? Explain with examples.

OR

10. Imagine you are the fir tree. Write a short diary entry about how you felt when your leaves kept changing.

Answer Key & Marks Distribution

Section A (5 × 1 = 5 Marks)

1. b) Aileen Fisher
2. c) In the middle of the face
3. b) They were stolen
4. d) Green broad leaves
5. b) Funny thing

Section B (3 × 2 = 6 Marks)

6. Because it sticks out like a handle in the middle of the face.
7. Golden → Glass → Green broad → Needle leaves.
8. Nouns: nose, face; Adjectives: funny, little.

Section C (1 × 4 = 4 Marks)

- Q9: Happiness comes from accepting oneself, being content with what we have.
- Q10: Diary entry showing feelings (happy, sad, regretful, then acceptance).

Unit 3: Poem – Run! | Prose – Nasruddin's Aim

Learning Outcomes (LOs):

1. Responds verbally to questions based on day-to-day life experiences.
2. Uses a variety of simple nouns, pronouns, adjectives, and prepositions to make meaningful sentences.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LO Assessed: Responds verbally to questions, identifies words and ideas.
Difficulty: Easy.

1. Who wrote the poem *Run!*?
   a) Ruskin Bond b) Mary Daunt c) John Keats d) Aileen Fisher
   Answer: b) Mary Daunt
2. The poem encourages children to be…
   a) Lazy b) Active c) Angry d) Sleepy
   Answer: b) Active
3. Where does the poet ask children to run?
   a) On the road b) In fields, gardens, mountains c) In school d) At night
   Answer: b) In fields, gardens, mountains
4. Running makes children feel…
   a) Tired b) Happy and free c) Angry d) Sad
   Answer: b) Happy and free
5. What should children run through, according to the poem?
   a) The rain and sunshine b) The house c) The market d) The classroom
   Answer: a) The rain and sunshine
6. What was Nasruddin boasting about?
   a) His strength b) His aim with the bow and arrow c) His horse d) His wealth
   Answer: b) His aim with the bow and arrow
7. What happened to Nasruddin's first arrow?
   a) It hit the target b) It went far off c) It broke d) It disappeared
   Answer: b) It went far off
8. How did the people react to Nasruddin's first shot?
   a) They praised him b) They laughed at him c) They ignored him d) They punished him
   Answer: b) They laughed at him
9. What excuse did Nasruddin give when he missed again?
   a) It was his cousin's aim b) It was his friend's aim c) The bow was weak d) The target was wrong
   Answer: b) It was his friend's aim
10. What lesson does the story of Nasruddin teach us?
    a) Make excuses b) Boast c) Be honest, don't boast d) Always win
    Answer: c) Be honest, don't boast

II. Fill in the Blanks (1 mark each) (Difficulty: Easy–Medium)

11. Nasruddin was chatting with his ______. (1 mark, Easy)
12. He said no one could match his skill in ______. (1 mark, Easy)
13. Nasruddin missed the target and said it was ______'s aim. (1 mark, Easy)

13. The second arrow fell a little ______ from the first one. (1 mark, Medium)
14. At last, the arrow hit the ______. (1 mark, Easy)
15. Everyone stared at Nasruddin in ______. (1 mark, Medium)
16. Nasruddin said ______, "Did you see that?" (1 mark, Easy)
17. The third aim, Nasruddin said, was the ______ guard's aim. (1 mark, Medium)
18. The arrow didn't hit the target; it fell in the ______. (1 mark, Medium)
19. Nasruddin shot the arrow and it hit the ______ on the last try. (1 mark, Easy)

III. True or False (1 mark each) (Difficulty: Easy)

20. Nasruddin was an expert archer. (1 mark, Easy)
20. Nasruddin hit the target with his first arrow. (1 mark, Easy)
21. Nasruddin blamed his friend Azad for the second shot. (1 mark, Easy)
22. His friends were impressed by all of Nasruddin's shots. (1 mark, Easy)
23. Nasruddin hit the target on his last try. (1 mark, Easy)

IV. Match the Following (2 marks each) (Difficulty: Medium)

24	A. Nasruddin →	1. Amazement
	B. Final shot →	2. Laughed
	C. Friends →	3. Boasted
	D. Reaction →	4. Hit the target
25	A. First shot →	1. Missed
	B. Second shot →	2. Further than first
	C. Third shot →	3. Chief guard's aim
	D. Fourth shot →	4. Hit target

Key Answers

II. Fill in the Blanks

11. friends 12) archery 13) cousin's (aim) 13) farther/away
12. target 15) amazement 16) proudly 17) chief guard's
13. dust/bushes *(accept: "far away")* 19) target/bull's-eye

III. True or False

20. False 20) False 21) True 22) False 23) True

IV. Match the Following

24. A-3 (Boasted) B-4 (Hit the target) C-2 (Laughed) D-1 (Amazement)
25. A-1 (Missed) B-2 (Further than first) C-3 (Chief guard's aim) D-4 (Hit target)

Objective: Comprehension (10 Questions, 10 Marks)

LO Assessed: Responds verbally to day-to-day life experiences, explains in simple sentences.

Difficulty: Average.

11. Why do you think the poet wants children to run everywhere?
    Answer: To enjoy nature, stay healthy, and feel free.

12. What does the poet mean by running in the sun and rain?
    Answer: To enjoy nature in all conditions.

13. List two places where the poem says children should run.
    Answer: Fields, garden, mountains, lane (any two).

14. Why did Nasruddin keep making excuses?
    Answer: To cover his poor aim and save his pride.

15. What was the crowd's reaction to Nasruddin's excuses?
    Answer: They laughed and were amused.

16. What would have happened if Nasruddin accepted his poor aim honestly?
    Answer: People would have respected his honesty.

17. Write two nouns and two adjectives from the story.
    Answer: Nouns – bow, arrow; Adjectives – big, poor.

18. Why do you think people did not believe Nasruddin's excuses?
    Answer: Because his excuses were silly and unbelievable.

19. What is the main idea of the poem *Run!*?
    Answer: Children should enjoy freedom, nature, and stay active.

20. Compare Nasruddin's behaviour with how you behave when you fail at something.
    Answer: (Expected: admit mistakes, learn from failure, don't boast).

Section 2: Short Answer Questions (5 Questions, 10 Marks)

Objective: Knowledge & Comprehension.
Difficulty: Average.

21. Why do you think running is important for children? (2m)
    Answer: It makes them strong, healthy, and happy.

22. What two excuses did Nasruddin make? (2m)
    Answer: First, it was his cousin's aim; second, it was his friend's aim.

23. Do you think Nasruddin was a good archer? Why/why not? (2m)
    Answer: No, because he missed the target each time.

24. Write two sentences about what the poem teaches you. (2m)
    Answer: It teaches me to run, be free, and enjoy nature.

25. Write two sentences comparing your playtime with the poem. (2m)
    Answer: I also run and play in the open. Running makes me feel free, just like in the poem.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

Objective: Appreciation & Expression.
Difficulty: Difficult.

26. What message does the poem *Run!* give you? Write a short paragraph. (4m)
    Answer: The poem says children should run and play everywhere—in the fields, garden, sun, and rain. Running makes life happy and free. It is a call to live actively.

27. Imagine you were in the crowd watching Nasruddin. Write a diary entry about what you saw. (4m)
    Answer (Sample):
    "Today I saw Nasruddin boast about his aim. He missed every shot, but kept

saying it was his cousin's or friend's aim. People laughed loudly. I felt amused but also learned not to boast."

28. Compare the lessons from *Run!* and *Nasruddin's Aim.* (4m)
Answer:*Run!* teaches children to stay active and enjoy nature. *Nasruddin's Aim* teaches not to boast and to accept mistakes honestly. Both show us how to live happily and wisely.

Blueprint for Model Question Paper (Unit 3)

Q. No.	Marks	Objective	Type	Difficulty	LO
1–8	8	Knowledge/Comprehension	Objective	5 Easy, 3 Avg	1
9–10	4	Knowledge	Objective	Avg	1,2
11–12	4	Comprehension	Short Answer	Avg	1
13	2	Comprehension	Short Answer	Avg	2
14	3	Appreciation	Long Answer	Difficult	1
15	4	Expression	Long Answer	Difficult	1,2

Model Question Paper – Set 1 (Unit 3)
Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who wrote the poem *Run!*? (1m)
   a) Ruskin Bond b) Mary Daunt c) John Keats d) Aileen Fisher
   Answer: b) Mary Daunt
2. The poem *Run!* encourages children to be… (1m)
   Answer: Active and free
3. Where does the poet ask children to run? (1m)
   Answer: In fields, garden, mountains
4. Running makes children feel… (1m)
   Answer: Happy and free
5. What was Nasruddin boasting about? (1m)
   Answer: His aim with bow and arrow
6. What happened to Nasruddin's first arrow? (1m)
   Answer: It went far off
7. How did the people react? (1m)
   Answer: They laughed at him
8. What excuse did Nasruddin give? (1m)
   Answer: It was his cousin's/friend's aim
9. What is the main idea of the poem *Run!*? (1m)
   Answer: To run freely in nature
10. What is the moral of Nasruddin's story? (1m)
    Answer: Be honest, don't boast

11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – fields; Adjective – happy
12. Write one noun and one adjective from the story. (1m)
    Answer: Noun – arrow; Adjective – poor

Section B: Short Answer (8 Marks)

13. Why do you think the poet wants children to run everywhere? (2m)
    Answer: To enjoy nature, stay healthy, and feel free.
14. Why did Nasruddin keep making excuses? (2m)
    Answer: To hide his poor aim.
15. Write two places from the poem where children should run. (2m)
    Answer: Fields, garden, mountains, lane.
16. Write two sentences on what lesson you learn from *Run!* (2m)
    Answer: It teaches me to enjoy nature. Running makes me happy.

Section C: Long Answer (5 Marks)

17. Compare the lessons of *Run!* and *Nasruddin's Aim.* (5m)
    Answer: *Run!* teaches children to be active, free, and enjoy nature. *Nasruddin's Aim* teaches not to boast and to accept mistakes honestly. Both show us how to live wisely and happily.

Unit 4: Poem – Why? | Prose – Alice in Wonderland

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on day-to-day experiences.
3. Uses nouns, pronouns, adjectives, and prepositions in meaningful sentences.
4. Narrates/retells events from a story in sequence.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LO Assessed: Reads and responds to poems/stories.

Difficulty: Easy.

Poem – Why?

1. Who wrote the poem *Why?*?
   a) Rabindranath Tagore b) Ruskin Bond c) Anonymous d) Mary Daunt
   Answer: c) Anonymous
2. The child in the poem keeps asking…
   a) "When" questions
   b) "What" questions
   c) "Why" questions
   d) "Where" questions
   Answer: c) "Why" questions
3. Why does the child ask so many questions?
   Answer: Because the child is curious.
4. What is the tone of the poem?
   a) Angry b) Sad c) Curious d) Scary
   Answer: c) Curious
5. The poem "Why?" shows the child's…
   a) Laziness b) Fear c) Curiosity d) Anger
   Answer: c) Curiosity

Prose – Alice in Wonderland

6. Who is the main character in the story?
a) Nasruddin b) Alice c) Pinocchio d) Neha
Answer: b) Alice

7. Where did Alice see the White Rabbit?
   a) In a garden b) In a forest c) Running across a field d) At home
   Answer: c) Running across a field
8. What was unusual about the White Rabbit?
   a) It could talk and wore a coat
   b) It could fly
   c) It was very big
   d) It was invisible
   Answer: a) It could talk and wore a coat
9. What did Alice do when she saw the White Rabbit?
   a) She ignored it
   b) She chased it and followed into the hole
   c) She ran away
   d) She called for help
   Answer: b) She chased it and followed into the hole

10. Where did Alice land after falling into the rabbit hole?
    a) In her home
    b) In a magical land
    c) On the road
    d) In a forest
    Answer: b) In a magical land

II. Fill in the blanks.

11. The boy is always asking ___________
12. He wants to know why the sun shine____________
13. The boy wonders, what makes the___________ (Easy Compressions)
14. Some of these why are not too- to answer_________ (Easy Compressions)

III. Rhyming words from the (Easy Knowledge)

15. High___________
16. See_______
17. Tree_____________

Key answers
Fill in the blanks

- **why**
- **so brightly**
- **clouds move** *(or "sun shine", "fish swim", "birds fly")
- **hard** to answer

Rhyming words
High — **sky** See — **be** Tree — **bee / free**

ALICE IN WONDERLAND

II. Fill in the blanks:
6) Allice Saw a ____________rabbit
7) The rabbit was looking at his_____________
8) The rabbit jumped into a __________
9) Alice followed the________
10) The Story is full of ____________ and imagination
III. Match the following
11) Alice a) wore a coat and glass
12) white rabbit b) imaginary place
13) wonderland c) little girl
14) rabbit hole d) ran into the ground
15) story typee) fantasy / imaginary story
IV. Vocabulary – Word meaning
Find one word from the story that means:
16) to run quickly-
17) to go out of sight –
18) to think deeply –
19) to hurry-
20) to feel very curious –
V. WORD BUILDING – Opposites

21) Lovely x 22) Listening x 23) Tall x 24) Centrex

VI. Rearrange the jumbled words into proper question (average – application)

25. talk/ rabbit / a / can / how
26. going / he / is /where
27. read / he / can / time / the
28. hurry / is / why / he / in / a

Key answers

Fill in the blanks

6. **white** rabbit 7) his **watch** 8) a **rabbit-hole**
7. the **rabbit** 10) **fantasy** and imagination

Match

11. Alice → **little girl**
12. White rabbit → **wore a coat and glasses**
13. Wonderland → **imaginary place**
14. Rabbit hole → **ran into the ground**
15. Story type → **fantasy / imaginary story**

Word meanings

16. to run quickly — **sprint/dash**
17. to go out of sight — **disappear**
18. to think deeply — **ponder**
19. to hurry — **hasten**
20. to feel very curious — **wonder**

Opposites

21. Lovely × **ugly** 22) Listening × **speaking** 23) Tall × **short** 24) Centre × **edge**

Rearrange into proper questions

25. How can a rabbit talk?
26. Where is he going?
27. Can he read the time?
28. Why is he in a hurry?

Objective: Comprehension (10 Questions, 10 Marks)

LO Assessed: Explains ideas, narrates events.

Difficulty: Average.

11. Why do children often ask "Why" questions?
    Answer: Because they are curious and want to know more.

12. What is the main idea of the poem "Why?"
    Answer: Children are naturally curious and ask questions to learn.

13. How does the poet describe the child's behaviour?
    Answer: Always asking "Why" about everything.

14. Why do you think Alice followed the White Rabbit?
    Answer: Because she was curious.

15. How do you know Alice was adventurous?
    Answer: She chased the rabbit and dared to enter the rabbit hole.

16. What do you think the rabbit hole symbolises?
    Answer: Curiosity and adventure leading to new experiences.
17. Write two nouns and two adjectives from *Alice in Wonderland.*
    Answer: Nouns – rabbit, hole; Adjectives – white, magical.
18. How would you describe Alice in one word? Why?
    Answer: Curious/adventurous – she followed the rabbit without fear.
19. What lesson can children learn from Alice's story?
    Answer: To be curious and adventurous, but also careful.
20. How are the poem "Why?" and the story *Alice in Wonderland* similar?
    Answer: Both show children's curiosity and love for asking questions or exploring.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. What kinds of questions does the child ask in the poem "Why?" (2m)
    Answer: Many "Why" questions about the world.
22. What did Alice see that made her chase the rabbit? (2m)
    Answer: A talking rabbit in a coat carrying a watch.
23. Why do you think children should be curious? (2m)
    Answer: Curiosity helps them learn new things.
24. Write two sentences on what you liked about the story of Alice. (2m)
    Answer: Alice was brave. She followed her curiosity into a new world.
25. Write any two describing words from the poem "Why?" (2m)
    Answer: Curious, little (accept any valid words).

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. What message do you learn from the poem "Why?" (4m)
    Answer: That asking questions shows curiosity, which is good for learning.
27. Imagine you are Alice. Write a diary entry about what happened when you followed the rabbit. (4m)
    Answer (Sample):
    "Dear Diary, today I saw a White Rabbit wearing a coat. He was talking and looking at a watch! I ran after him and fell into a rabbit hole. I landed in a magical place. I am so curious to know what will happen next."
28. Compare the poem "Why?" and the story *Alice in Wonderland.* What do they both teach? (4m)
    Answer: Both show children's curiosity. The poem shows asking questions; Alice's story shows exploring the unknown. Both teach that curiosity leads to discovery.

Blueprint for Model Question Paper (Unit 4)

Q. No.	Marks	Objective	Type	Difficulty	LO
1–8	8	Knowledge	Objective	5 Easy, 3 Avg	1,2
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1
13	2	Comprehension	Short Answer	Avg	2
14	3	Appreciation	Long Answer	Difficult	1
15	4	Expression	Long Answer	Difficult	2,4

Model Question Paper – Set 1 (Unit 4)
Total Marks: 25 | Time: 1 Hour

Section A: Objective (12 Marks)

1. Who wrote the poem *Why*? (1m)
   Answer: Anonymous
2. The child in the poem keeps asking… (1m)
   Answer: "Why" questions
3. What does the poem "Why?" show about children? (1m)
   Answer: That they are curious.
4. What is the tone of the poem? (1m)
   Answer: Curious
5. Who is the main character in *Alice in Wonderland*? (1m)
   Answer: Alice
6. What was unusual about the White Rabbit? (1m)
   Answer: It could talk and wore a coat.
7. What did Alice do when she saw the rabbit? (1m)
   Answer: She chased it and followed it into the hole.
8. Where did Alice land? (1m)
   Answer: In a magical land
9. What is the main idea of the poem "Why?" (1m)
   Answer: Curiosity helps children learn.
10. Why do you think Alice followed the rabbit? (1m)
    Answer: She was curious.
11. Write one noun and one adjective from *Alice in Wonderland.* (1m)
    Answer: Noun – rabbit; Adjective – white

12. Write one noun and one adjective from the poem *Why?* (1m)
    Answer: Noun – child; Adjective – curious

Section B: Short Answer (8 Marks)

13. Why do children ask "Why" questions? (2m)
    Answer: To learn and understand the world.

14. Why do you think Alice was brave? (2m)
    Answer: Because she followed the rabbit into an unknown hole.

15. List two describing words from the story *Alice in Wonderland.* (2m)
    Answer: White, magical

16. Write two sentences on what the story teaches you. (2m)
    Answer: It teaches me to be curious. It also teaches me to explore new things carefully.

Section C: Long Answer (5 Marks)

17. Compare the child in the poem *Why?* and Alice in the story. What is common in them? (5m)
    Answer: Both are curious. The child asks questions to learn, while Alice explores by following the rabbit. Both show that curiosity leads to discovery and adventure.

Unit 5: Poem – Don’t be Afraid of the Dark | Prose – Helen Keller

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on day-to-day life experiences.
3. Identifies and uses simple nouns, pronouns, adjectives, and prepositions.
4. Narrates events and life stories in sequence.
5. Appreciates values like courage and empathy.

Section 1: Objective Type Questions (20 Questions)
Objective: Knowledge (10 Questions, 10 Marks)
LOs: 1, 2, 3
Difficulty: Easy

Poem – Don’t be Afraid of the Dark

1. Who wrote the poem *Don’t be Afraid of the Dark*?
   a) Ruskin Bond b) William Blake c) Mary Daunt d) Anonymous
   Answer: a) Ruskin Bond

2. What should we not be afraid of?
   Answer: The dark/night

3. Who brings the dark according to the poem?
   Answer: The sun going away

4. What comes out when the day is over?
   a) The moon and stars
   b) The sun
   c) The clouds
   d) The rainbow
   Answer: a) The moon and stars

5. Why should children not fear the dark?
   Answer: Because night is natural and brings rest.

Prose – Helen Keller
6. Who was Helen Keller?
Answer: A blind and deaf girl who became a great learner and writer.

7. Who helped Helen Keller to learn?
   Answer: Her teacher, Miss Sullivan

8. What was Helen’s problem as a child?
   Answer: She could not see or hear.

9. How did Helen learn to read and write?
   Answer: With the help of her teacher, by touch and signs.

10. What quality made Helen Keller famous?
    a) Courage b) Anger c) Fear d) Laziness
    Answer: a) Courage

II. Read the extracts given below and answer the following questions.

Don't be afraid of the dark, little one. The earth must rest when the day is done. The sun must be harsh, but moonlight - never! And those stars will be shining forever and ever

(i) What does the poet tell us?
(ii) What do the stars do at night?

III. Match the following words in Column A to their meaning in Column B:

Column A	Column B
1. Afraid	(a) Take a break
2. Dark	(b) Unpleasantly rough
3. Rest	(c) Feeling fear
4. Harsh	(d) With little or no light

IV. Rearrange the letters into meaningful words from the poem.

1. TAERH ___________ 2. NSU__________ 3. HIGNT ___________ 4. RTASS_________

V. Make compound words by joining two words.

1. moon + light_____________ 2. rain + bow ______________ 3. break + fast _____________ 4. water + fall ___________

VI. ORAL

1. What does the poem Don't be Afraid of dark teach us?
2. Say the rhyming words- fear,light,late
3. Say the full form of the contracted form-can't, haven't,couldn't,don't
4. Name the animal that is active in dark.
5. Describe day and night.

VIII. Read the extracts given below and answer the following questions

Helen began to grow wild. She would not let anyone comb her hair. Her clothes were always dirty. She was often angry. Sometimes, she even lay on the floor and kicked her feet.

1. What changes came in Helen's nature?

2. What did she not allow?

IX. Fill in the blanks with the right answer.

1. Helen was born in .... in ....
2. Helen Keller could not see or ....
3. Helen would not let anyone .... her hair.
4. Helen's teacher's name was ....

III. Unscramble the letters to make words with the help of the clues given in brackets.

1. UMESMR (A season) .... 2. LEAHTYH (Physically fit) .... 3. SNLILES (Synonym of sickness) .... 4. ROYSR (To apologise) ....

IV. Fill in the blanks with the correct form of the verb.

1. The lion .... the elephant. (i) was killed (ii) killed (iii) killing (iv) is killed
2. He .... to a higher class. (i) has promoted (ii) had promoted (iii) has been promoted (iv) promoted
3. She .... going to Chennai next week. (i) will (ii) will be (iii) was (iv) should
4. I .... to help him. (i) has promoted (ii) have promised (iii) promise (iv) had promised

V. Write a few sentences about Hellen Keller.

VI. Oral

1. Say few sentences about a child with special need.
2. How did Hellen Keller learn words?
3. Show signs of alphabets for impaired students.
4. How do you help a friend with special need in your class?
5. Name some famous personalities with disabilities.

Key Answers

***Poem* — Extract questions**

(i) **Not to be afraid of the dark; the earth must rest when day is done.**
(ii) **They shine at night (forever and ever).**

III. Match (A → B)

1. Afraid → **(c) Feeling fear**
2. Dark → **(d) With little or no light**
3. Rest → **(a) Take a break**
4. Harsh → **(b) Unpleasantly rough**

IV. Unscramble

1. **EARTH** 2) **SUN** 3) **NIGHT** 4) **STARS**

V. Compound words

1. **moonlight** 2) **rainbow** 3) **breakfast** 4) **waterfall**

ORAL (sample key points)

1. **It teaches courage; night is natural and friendly.**
2. **fear/near; light/night; late/gate***(examples)*
3. **can't → cannot; haven't → have not; couldn't → could not; don't → do not**
4. **Owl/bat** (nocturnal)
5. **Day: bright, work/play; Night: dark, rest/sleep.**

***Prose: Helen Keller* — Extract**

1. **She became wild/angry/untidy; often threw tantrums.**
2. **She did not allow anyone to comb her hair.**

II. Fill in the blanks

1. Alabama in 1880
2. hear
3. comb
4. (Anne) Sullivan

III. Unscramble

1. **SUMMER** 2) **HEALTHY** 3) **ILLNESS** 4) **SORRY**

IV. Correct verb forms

1. killed (ii)
2. has been promoted (iii)
3. will be (ii)
4. have promised (ii)

V. Few sentences about Helen Keller

(Student's own: blind & deaf, learned with Miss Sullivan, became a writer & inspiration.)

Objective: Comprehension (10 Questions, 10 Marks)

LOs: 2, 3, 5

Difficulty: Average

11. Why does Ruskin Bond say not to be afraid of the dark?
 Answer: Because darkness is natural and friendly.

12. What happens when the day ends?
 Answer: Night comes, bringing stars and moon.

13. Why is darkness important in life?
 Answer: It gives us rest and balance.

14. What lesson does the poem teach children?
 Answer: To be brave and not fear natural things.

15. How did Helen's teacher change her life?
 Answer: She taught her words, reading, and writing.

16. What lesson do we learn from Helen Keller's life?
 Answer: That courage and hard work can overcome challenges.

17. Write two nouns and two adjectives from the story.
 Answer: Nouns – teacher, book; Adjectives – brave, blind.

18. Why do people admire Helen Keller?
 Answer: Because she overcame difficulties with courage.

19. What value do you learn from Helen Keller's story?
 Answer: Courage, hard work, and never giving up.

20. How are the poem and the story similar?
 Answer: Both teach courage—poem says don't fear dark; story shows courage in real life.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. What does the poem say about the stars? (2m)
 Answer: They shine at night when it is dark.

22. Why is the night called a friend in the poem? (2m)
 Answer: Because it helps us rest peacefully.

23. Who was Miss Sullivan? (2m)
    Answer: Helen Keller's teacher who guided her.
24. How did Helen Keller learn to spell words? (2m)
    Answer: By feeling signs on her hand made by her teacher.
25. What lesson does Helen Keller's story give children? (2m)
    Answer: To be brave, patient, and hardworking.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. Explain the message of the poem *Don't be Afraid of the Dark.* (4m)
    Answer: The poem tells children not to fear the dark because it is natural. Night brings rest, moon, and stars. It teaches courage.
27. Write a short paragraph on Helen Keller's courage. (4m)
    Answer (Sample):
    Helen Keller was blind and deaf, but she did not give up. With Miss Sullivan's help, she learned to read and write. She became famous for her courage and hard work.
28. Compare the lessons from the poem and Helen Keller's life. (4m)
    Answer: The poem says not to fear the dark, while Helen Keller's life shows courage in facing real difficulties. Both teach us to be brave.

Blueprint for Model Question Paper (Unit 5)

Q. No.	Marks	Objective	Type	Difficulty	LO
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	3
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper – Set 1 (Unit 5)
Total Marks: 25 | Time: 1 Hour

Section A: Objective (12 Marks)

1. Who wrote the poem *Don't be Afraid of the Dark*? (1m)
   Answer: Ruskin Bond
2. What should we not be afraid of? (1m)
   Answer: The dark/night
3. What appears when the day is over? (1m)
   Answer: The moon and stars

4. Why should children not fear the night? (1m)
   Answer: Because it is natural and brings rest.

5. Who was Helen Keller? (1m)
   Answer: A girl who was blind and deaf but became a great learner.

6. Who helped Helen to learn? (1m)
   Answer: Miss Sullivan

7. How did Helen learn to read and write? (1m)
   Answer: By touch and hand signs taught by Miss Sullivan.

8. What made Helen Keller famous? (1m)
   Answer: Her courage and determination.

9. What is the main idea of the poem? (1m)
   Answer: Not to be afraid of the dark.

10. What is the lesson from Helen Keller's life? (1m)
    Answer: Courage can overcome difficulties.

11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – night; Adjective – dark

12. Write one noun and one adjective from the story. (1m)
    Answer: Noun – teacher; Adjective – brave

Section B: Short Answer (8 Marks)

13. Why is the night called a friend? (2m)
    Answer: Because it helps us rest and is not harmful.

14. How did Miss Sullivan change Helen's life? (2m)
    Answer: She taught her words, reading, and writing through touch.

15. Write two describing words from Helen Keller's story. (2m)
    Answer: Brave, patient

16. Write two sentences on what you liked in the poem. (2m)
    Answer: It tells us not to fear the dark. It says night brings peace.

Section C: Long Answer (5 Marks)

17. Compare the poem *Don't be Afraid of the Dark* and the story of Helen Keller. What is the common lesson? (5m)
    Answer: Both teach courage. The poem says not to fear the dark, while Helen Keller's life shows bravery in real difficulties. Both inspire us to be fearless.

Unit 6: Poem-The Story of Hiawatha |Prose -The Scholar's Mother Tongue

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on day-to-day experiences.
3. Identifies and uses nouns, pronouns, adjectives, and prepositions in simple sentences.
4. Narrates events and traditional stories in sequence.
5. Appreciates cultural values and wisdom.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LOs: 1, 2, 3

Difficulty: Easy

Poem – The Story of Hiawatha

1. Who wrote *The Song of Hiawatha*?
   a) William Blake b) Henry Wadsworth Longfellow c) Ruskin Bond d) Rabindranath Tagore
   Answer: b) Henry Wadsworth Longfellow
2. Who was Hiawatha?
   Answer: A young Red Indian boy.
3. What did Hiawatha love?
   Answer: Birds, animals, and nature.
4. How did Hiawatha learn about birds?
   Answer: By listening to them.
5. How did Hiawatha learn about animals?
   Answer: They told him their secrets.

Prose – The Scholar's Mother Tongue

6. Who was the great scholar in the story?
Answer: Tenali Raman (or the Pandit, depending on textbook version).

7. What did the scholar boast about?
   Answer: Knowing many languages.
8. What challenge did the king's courtiers give him?
   Answer: To speak in his mother tongue.
9. When did the scholar reveal his mother tongue?
   Answer: In his sleep.
10. What is the moral of the story?
    Answer: We should not boast. Truth always comes out.

II. Fill in the blanks

1. ___________ was a young Red Indian boy.

2. ___________was Hiawatha's grandmother. 3. Hiawatha lived in.

4. ___________Hiawatha learned of every and its language.

5. ____________are Hiawatha's chickens.

6. ___________are called Hiawatha's brothers.

III. State whether the following statements are True/False

1. Hiawatha liked learning new languages.

2. Binda have no secrets.
3. Hiawatha wanted to kill animals.
4. He called Binda as Hiawatha's chickens.
5. Rabbit is a timid animal.
6. Reindeer ran slowly.

IV. Match the following

A	B
1. Hiawatha	Chickens
2. Nokomis	Village
3. Wigwam	Grandmother
4. Birds	Young boy

V. Write the opposites 1. Young x 2. Old x 3. Love x 4. Little x 5. Timid x

VI. Rearrange the jumbled words letters

1. thawabio 2. memrsu 3. ckenschi 4. tibjrab 5. sncora

Topic: The Scholars of Mother Tongue

VII. Fill in the blanks
1. Pandit visited the court of…………………………………….
2. …………………had mastery over many different languages
3. The challenge was taken up by…………………………………………
4. In times of difficulty, a person speaks only in his……………….

VII. Choose a suitable Article 1. Rug 2. Alarm clock 3. Banana 4. Ice cream 5. Bow 6. Arrow VIII. Match the following
1. King → children
2. Teacher → patients
3. Doctor → courtiers
4. Driver → clients
5. Lawyer → clients
6. Mother → students

IX. Write the opposite 1. Fail → x 2. Night → x 3. Truth → x 4. Quietly → x

X. Use these words in your own sentence 1. Learned 2. Fluently 3. Whispered 4. Shouted 5. Tickle 6. Surprise

Key Answers

Fill in the blanks (poem)
1. Hiawatha
2. Nokomis
3. a wigwam
4. every bird/beast and its language
5. birds are Hiawatha’s chickens
6. beasts/animals are called his brothers

True/False
1. True 2) False 3) False 4) True 5) True 6) False

Match

1. Hiawatha → **Young boy**
2. Nokomis → **Grandmother**
3. Wigwam → **Village/home**
4. Birds → **Chickens (as he calls them)**

Opposites

Young × **old** Old × **new/young** Love × **hate**

Little × **big** Timid × **brave/bold**

Rearrange

1. **Hiawatha** 2) **summer** 3) **chickens** 4) **rabbit** 5) **acorns**

Short answers

1. **A young Red Indian boy who loved nature.**
2. **His grandmother.**
3. **In a wigwam (near the forest).**
4. **Rabbit, reindeer, beaver, squirrels, birds, etc.**

2-mark answers

1. **He learnt their names, habits and songs/nests.**
2. **He learnt beasts' "secrets" (natures) — e.g., rabbit is timid, reindeer swift.**
3. **Kind, gentle, brave; loved and understood birds/animals.**

***The Scholar's Mother Tongue* (prose)**

Fill in the blanks

1. **Akbar's** court
2. **The Pandit** had mastery over many languages
3. **Birbal**
4. **mother tongue**

Articles (a / an)

1. **a** rug 2) **an** alarm clock 3) **a** banana
2. **an** ice cream 5) **a** bow 6) **an** arrow

Match

1. King → **courtiers**
2. Teacher → **students**
3. Doctor → **patients**
4. Driver → **clients/passengers**
5. Lawyer → **clients**
6. Mother → **children**

Opposites

Fail × **pass** Night × **day** Truth × **lie/falsehood** Quietly × **loudly**

Use in sentences

(Students' own: learned, fluently, whispered, shouted, tickle, surprise.)

1. **A learned Pandit.**

2. **He claimed to know many languages.**
3. **He challenged others to name his mother tongue.**
4. **His mother tongue (revealed when startled in sleep).**

Objective: Comprehension (10 Questions, 10 Marks)
LOs: 2, 3, 5
Difficulty: Average

11. Why was Hiawatha loved by animals?
    Answer: Because he was kind to them.

12. What do we learn from Hiawatha's love for nature?
    Answer: To respect and protect nature.

13. What made Hiawatha a special boy?
    Answer: He understood birds and animals.

14. Why did the courtiers test the scholar?
    Answer: Because they doubted his boast of knowing many languages.

15. Why could the scholar not hide his mother tongue?
    Answer: Because in sleep he spoke it naturally.

16. What lesson do we learn from the scholar's story?
    Answer: Not to boast; honesty is better.

17. Write two nouns and two adjectives from the poem.
    Answer: Nouns – birds, animals; Adjectives – kind, young.

18. Write two nouns and two adjectives from the prose.
    Answer: Nouns – scholar, king; Adjectives – wise, proud.

19. How are Hiawatha and the scholar different?
    Answer: Hiawatha was kind and loving; the scholar was boastful.

20. How are the two stories similar in their message?
    Answer: Both teach values—love for nature and humility.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. What was Hiawatha's gift? (2m)
    Answer: He could talk to birds and animals.

22. What did Hiawatha learn from animals? (2m)
    Answer: Their secrets and habits.

23. What was the scholar proud of? (2m)
    Answer: His knowledge of many languages.

24. How did the courtiers discover the truth? (2m)
    Answer: By making him speak in his sleep.

25. What lesson do you learn from the scholar's story? (2m)
    Answer: To avoid pride and boasting.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. Explain the message of the poem *The Story of Hiawatha.* (4m)
    Answer: The poem teaches us to love and respect nature. Hiawatha was kind to birds and animals, so they trusted him and shared their secrets.

27. Write a short paragraph on the scholar's mother tongue. (4m)
    Answer (Sample):
    The scholar claimed he knew many languages. The courtiers tested him to find his mother tongue. He was caught when he spoke in his mother tongue while sleeping. It shows that truth cannot be hidden.

28. Compare the lessons of Hiawatha and the Scholar's Mother Tongue. (4m)
    Answer: Hiawatha's poem teaches love for nature and kindness, while the scholar's story teaches humility and honesty. Both show us how to live a good life.

Blueprint for Model Question Paper (Unit 6)

Q. No.	**Marks**	**Objective**	**Type**	**Difficulty**	**LO**
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	3
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper – Set 1 (Unit 6)
Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who was Hiawatha? (1m)
   Answer: A young Red Indian boy.
2. Who wrote the poem? (1m)
   Answer: Henry Wadsworth Longfellow.
3. What did Hiawatha love? (1m)
   Answer: Birds, animals, and nature.
4. How did Hiawatha learn about animals? (1m)
   Answer: They told him their secrets.
5. Who was the scholar in the prose? (1m)
   Answer: A Pandit (great scholar).
6. What did the scholar boast about? (1m)
   Answer: Knowing many languages.
7. Who tested the scholar? (1m)
   Answer: The king's courtiers.

8. When did the scholar reveal his mother tongue? (1m)
   Answer: In his sleep.
9. What is the main idea of Hiawatha's poem? (1m)
   Answer: To love and respect nature.
10. What is the moral of the scholar's story? (1m)
    Answer: Do not boast; be humble.
11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – bird; Adjective – kind.
12. Write one noun and one adjective from the prose. (1m)
    Answer: Noun – scholar; Adjective – proud.

Section B: Short Answer (8 Marks)

13. Why was Hiawatha loved by animals? (2m)
    Answer: Because he was kind to them.
14. Why did the courtiers want to know the scholar's mother tongue? (2m)
    Answer: To test his boast.
15. Write two describing words from the poem. (2m)
    Answer: Young, kind.
16. Write two describing words from the prose. (2m)
    Answer: Proud, wise.

Section C: Long Answer (5 Marks)

17. Compare the message of Hiawatha's story and the Scholar's Mother Tongue. (5m)
    Answer: Hiawatha's poem teaches kindness and love for nature, while the scholar's story teaches honesty and humility. Both show values for good living.

Unit 7: Poem – A Watering Rhyme | Prose – The Giving Tree

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on daily life experiences.
3. Identifies and uses nouns, pronouns, adjectives, and prepositions in sentences.
4. Narrates events and stories in sequence.
5. Appreciates values like care, gratitude, and respect for nature.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LOs: 1, 2, 3

Difficulty: Easy

Poem – A Watering

Rhyme

1. Who wrote *A Watering Rhyme*?
   a) P.A. Ropes b) Ruskin Bond c) William Blake d) Longfellow
   Answer: a) P.A. Ropes

2. When should we water plants?
   a) At noon
   b) In the morning or evening
   c) At midnight
   d) At any time
   Answer: b) In the morning or evening

3. What happens if we water plants at noon?
   Answer: The water dries quickly and harms the plants.

4. What do plants give us in return?
   a) Shade and fruits
   b) Stars and moon
   c) Houses
   d) Clothes
   Answer: a) Shade and fruits

5. What lesson does the poem teach?
   Answer: To water plants at the right time and care for nature.

Prose – The Giving Tree

6. Who was the boy's best friend?

Answer: The tree

7. What did the boy take from the tree as a child?
   Answer: Apples
8. What did the tree give the boy when he grew older?
   Answer: Its branches and trunk
9. What was left of the tree in the end?
   Answer: Only a stump
10. Why was the tree always happy?
    Answer: Because it loved the boy and liked giving.

II. Pick out the Silent Letters from these words.

1. hour
2. often
3. write
4. knit,
5. know
6. knife
7. wrong
8. night
9. high
10. doubt

11, could

12. walk
13. would

14 talk

15. hour

16 honour

III. Write rhyming words for the words given below. One has been done for you,

a. Morning = evening
b. roots
c. heat
d. died
e. hour

IV. Place letters in their write order to form the names of flowers.

1. PAET WEES
2. MRAIDOLG
3. JMINEAS
4. TLOUS
5. ARGOM
6. DHAAIL
7. XOL HP
8. ANSPY
9. BISIHCUS

V. Words like Morning, evening, watering end in '-ing Write six more words to which -ing can be added at the end to form a new word.

a ____________ b ______________ c _______________
d ____________ e________________ f_______________

THE GIVING TREE

Make new words and complete the sentences.

1. The children love to sing___________ Loud.
2. Read your lesson______________ Silent.
3. Throw the ball ___________slow.
4. The tree gave its fruit to the boy____________happy.
5. Do you work _____________heat?

Draw a Tree and write its part and colour it

2. Draw an apple and colour it
3. Write any five Sentence about The Fruit ‘An apple'

Fill in the blanks with the correct word.

My mother went to the market and bought Kilogram of ______________ apple/ apples, a dozen_______________ banana /bananas and a dozen________________-orange / oranges, I love oranges. So I ate an ________________-orange / oranges, My brother wanted a _______________ banana/ bananas and my sister asked for an _____________ apple/ apples
A tree has one ___________trunk/trunks but many _______________ branch/branches. A branches branch/branches as a number of _______________Leaf/leaves and ______________flower/flowers.

Write these sentences in the correct order. Also choose the right word from given below. Remember to put a comma after it for example finally, Firs, then, after that finally

1. It gave him its branches to make a house
2. It asked him to sit on the stump
3. It gave him its trunk to make a boat.
4. The tree gave its apples to the boy.

The Donkey

Describe the work done by the following people.

1. Milkman:
2. A grocer:
3. A Police man:
4. An Ice-cream man:
5. A wrestler:

Write the summary of the poem 'The Donkey'

Key Answers

Silent letters

hour (h), often (t), write (w), knit (k), know (k), knife (k), wrong (w), night (go), high (gh), doubt (b), could (l), walk (l), would (l), talk (l), honour (h)

Rhyming words

a) Morning — *(example given "evening" isn't a rhyme; accept teacher choice)*

b) roots — **boots / shoots**

c) heat — **beat / seat**

d) died — **cried / tried**

e) hour — **power / flower**

Unscramble flower names

1) **SWEET PEA** 2) **MARIGOLD** 3) **JASMINE 4) LOTUS** 5) **MOGRA** 6) **DAHLIA 7) PHLOX** 8) **PANSY** 9) **HIBISCUS**

V. Add "-ing" (any six correct)

play-ing, read-ing, sing-ing, jump-ing, draw-ing, write-ing (writing)

THE GIVING TREE

E. Make new words & complete (use adverbs)

1. sing **loudly** 2) read **silently** 3) throw **slowly** 4) gave its fruit **happily** 5) do you work **in** heat?

F. Drawings — *(student activity)*

G. Plurals/choice

…a kilogram of **apples**, a dozen **bananas**, a dozen **oranges**.…so I ate **an orange**. …wanted **a banana** … asked for **an apple**.A tree has one **trunk** but many **branches**.

A **branch** has a number of **leaves** and **flowers**.

H. Put in order with sequence words

First, the tree gave its apples to the boy.

Then, it gave its branches to make a house.

After that, it gave its trunk to make a boat.

Finally, it asked him to sit on the stump.

THE DONKEY

Work people do — *(students' own)*

Summary (model): A donkey works patiently carrying loads; the poem praises humble, hard work.

Objective: Comprehension (10 Questions, 10 Marks)
LOs: 2, 4, 5
Difficulty: Average

11. Why should plants be watered in the morning or evening?
Answer: Because the water reaches the roots and helps plants grow.
12. Why is watering at noon harmful?
Answer: Because water evaporates in the sun and burns the plants.
13. What do you learn about nature from the poem?
Answer: To care for plants and water them properly.
14. Why did the tree give away everything to the boy?
Answer: Because it loved the boy selflessly.
15. What did the boy make with the tree's trunk?
Answer: A boat
16. Why was the boy not always happy even after getting so much?
Answer: Because human wants never end.
17. What is the main idea of the story *The Giving Tree*?
Answer: Nature gives selflessly; we should show gratitude.
18. Write two nouns and two adjectives from the poem.
Answer: Nouns – plant, water; Adjectives – green, tall.
19. Write two nouns and two adjectives from the story.
Answer: Nouns – boy, tree; Adjectives – happy, old.
20. How are the poem and the story similar?
Answer: Both teach care for nature and gratitude for what it gives.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. Why is morning the best time to water plants? (2m)
Answer: Because the roots drink the water and grow strong.
22. Why should we not water plants at noon? (2m)
Answer: Because the sun dries the water and harms the plants.
23. What did the boy take from the tree when he was young? (2m)
Answer: Apples to eat.
24. How did the tree help the boy when he became old? (2m)
Answer: It gave its stump as a seat to rest.
25. What value do you learn from *The Giving Tree*? (2m)
Answer: To be thankful for what we receive and not be greedy.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. Explain the message of the poem *A Watering Rhyme.* (4m)
    Answer: The poem tells us to water plants in the morning or evening so they grow strong. It teaches us to care for nature wisely.

27. Write a short paragraph on the selfless love of the tree. (4m)
    Answer (Sample):
    The tree loved the boy and gave him everything—apples, shade, branches, and even its trunk. In the end, it gave its stump to rest. The tree was happy in giving, which shows selfless love.

28. Compare the lessons from the poem and the story. (4m)
    Answer: The poem teaches how to care for plants, while the story shows nature's selfless giving. Both remind us to respect and protect nature.

Blueprint for Model Question Paper (Unit 7)

Q. No.	Marks	Objective	Type	Difficulty	LO
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	3
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper – Set 1 (Unit 7)
Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who wrote the poem *A Watering Rhyme*? (1m)
   Answer: P.A. Ropes
2. When should plants be watered? (1m)
   Answer: In the morning or evening.

3. What happens if we water plants at noon? (1m)
   Answer: The water dries and harms the plants.

4. What do plants give us? (1m)
   Answer: Shade and fruits.

5. What is the main message of the poem? (1m)
   Answer: Water plants at the right time.

6. Who was the boy's best friend? (1m)
   Answer: The tree.
7. What did the boy take from the tree when he was small? (1m)
   Answer: Apples.
8. What did the tree give the boy when he grew old? (1m)
   Answer: Its trunk and stump.
9. Why was the tree happy? (1m)
   Answer: Because it loved the boy and liked giving.
10. What is the moral of the story? (1m)
    Answer: Nature gives selflessly; we should be grateful.
11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – water; Adjective – green.
12. Write one noun and one adjective from the prose. (1m)
    Answer: Noun – tree; Adjective – happy.

Section B: Short Answer (8 Marks)

13. Why should plants not be watered at noon? (2m)
    Answer: Because water evaporates and harms the plants.
14. Why did the tree give away everything? (2m)
    Answer: Because it loved the boy.
15. Write two describing words from the poem. (2m)
    Answer: Green, tall.
16. Write two describing words from the prose. (2m)
    Answer: Happy, old.

Section C: Long Answer (5 Marks)

17. Compare the lessons of the poem *A Watering Rhyme* and the story *The Giving Tree.* (5m)
    Answer: The poem teaches how to care for plants, while the story shows selfless giving of nature. Both tell us to respect and value nature.

Unit 8: Poem – Books | Prose – Going to Buy a Book

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on daily life experiences.
3. Identifies and uses nouns, pronouns, adjectives, and prepositions.
4. Narrates personal and shared experiences in sequence.
5. Appreciates values like reading habits, sharing, and decision-making.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LOs: 1, 2, 3

Difficulty: Easy

Poem – Books

1. Who wrote the poem *Books*?
   a) Ruskin Bond b) Eleanor Farjeon c) P.A. Ropes d) Longfellow
   Answer: b) Eleanor Farjeon
2. What do books in the poem look like?
   Answer: Bright little huts in a row.
3. What do books contain?
   a) Houses b) Stories and knowledge c) Games d) Toys
   Answer: b) Stories and knowledge
4. What happens when we open a book?
   Answer: A world of stories and imagination opens.
5. What lesson does the poem give?
   Answer: Books are our best friends and teachers.

Prose – Going to Buy a Book

6. Who gave the children money to buy a book?
Answer: Their mother.

7. Where did the children go to buy books?
   Answer: To the bookshop.
8. What difficulty did the children face in the bookshop?
   Answer: Choosing the right book.
9. How did the children decide what to buy?
   Answer: By discussing and selecting carefully.
10. What value does the story teach?
    Answer: Wise decision-making and love for books.

Fill in the blanks:

1) Come in, come in said the _______________door.
2) I opened it wide, and saw the books___________
3) ____________skinny books, up high on the shelves.
4) __________books, that stood by themselves.
5) I opened up, And _____________to look.
6) The___________told stories, what a ___________ book!
7) The Children were given money by their___________
8) They went to a__________ to buy books.
9) The children felt very____________to buy books.

10) The story promotes the habit of_______________
11) The grandfather___________them money to buy books,
12) The story highlights the importance of____________
13) The bond between the children and the grandfather was filled with___________
14) My the children bought _________books
15) The shopkeeper helped the children to______________the books

II Match the following. (Poem-Books)

A	B
1. Book Says	a) have stories to tell
2. pages	b) a joyful journey
3. invitation	c) “come in “
4. Book is words	d) to turn and read
5. Reading	e) to the reader

III. Match the following. (Prose- Going to Buy a Book)

A	B
1. Children	a) Bring joy
2. grandfather	b) helped choose books
3. Shopkeeper	c) gave them money
4. books	d) is a good habit
5. reading	e) excited to buy books

IV. True or False- (Poem- Books)
1) The book says "go away",
2) The poem invites the reader to open the book.
3) The poem is about drawing pictures.
4) Reading books helps us learn more.
5) The poet dislikes reading.
6) The book speaks to the reader in the poem,
7. The book wants the reader to stay away
8) Books are boring in the poem. .
9) The poem promotes reading habits
10) The book is a friend in the poem

V. True or False - (Prose-Going to Buy a Book)
1) The children went to a toy shop."
2) Grandfather gave the Children money
3) The children were sad to buy books,
4) They bought vegetables at the store
5) The children were happy to select books.
6) The story encourages us to read the books.
7) The children wanted to share books with friends
8) Books were gifted by a Stranger.
9) The shopkeeper helped them,
10) Reading is shown as boring in the Story.

Key answers

***Going to Buy a Book* — Fill in the blanks**

1. **bookshop** door
2. books **inside**
3. **Tall** skinny books…
4. **Fat** books…
5. **began** to look
6. **pictures**, what a **wonderful** book!
7. **grandfather**
8. **bookshop**
9. **excited / happy**
10. habit of **reading**
11. **gave**
12. **reading**
13. **love**
14. **many**
15. **choose**

II. Match (Poem — Books)

1. Book says → **"come in"**
2. pages → **to turn and read**
3. invitation → **to the reader**
4. Book is words → **have stories to tell**
5. Reading → **a joyful journey**

III. Match (Prose — Going to Buy a Book)

1. Children → **excited to buy books**
2. grandfather → **gave them money**
3. shopkeeper → **helped choose books**
4. books → **bring joy**
5. reading → **is a good habit**

IV. True / False (Poem — Books)

1. False 2) True 3) False 4) True 5) False 6) True 7) False 8) False 9) True 10) True

V. True / False (Prose)

1. False 2) True 3) False 4) False 5) True 6) True 7) True 8) False 9) True 10) False

Objective: Comprehension (10 Questions, 10 Marks)

LOs: 2, 4, 5

Difficulty: Average

11. Why are books compared to huts?
    Answer: Because they are lined up in a row like houses.

12. What kind of world do books open for us?
    Answer: A world of knowledge, fun, and imagination.

13. How are books our friends?
Answer: They give us joy, knowledge, and company.

14. Why did the children find it hard to choose?
Answer: Because there were so many books in the shop.

15. How did they finally make their choice?
Answer: By discussing and agreeing on books.

16. What lesson do we learn from the children's visit?
Answer: To think carefully before making decisions.

17. Write two nouns and two adjectives from the poem.
Answer: Nouns – books, huts; Adjectives – bright, little.

18. Write two nouns and two adjectives from the prose.
Answer: Nouns – book, shop; Adjectives – many, right.

19. How are the poem and story connected?
Answer: Both talk about the value of books.

20. What values do you learn from this unit?
Answer: Reading habit, sharing, and decision-making.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. Why are books called our best friends? (2m)
Answer: Because they give us knowledge and joy without asking anything in return.

22. How does the poem describe books? (2m)
Answer: Like bright little huts in a row.

23. What problem did the children face in the bookshop? (2m)
Answer: They found it hard to choose among many books.

24. How did the children solve their problem? (2m)
Answer: By discussing and carefully selecting.

25. What did you learn from the story *Going to Buy a Book*? (2m)
Answer: To make wise choices and love reading.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. Explain the message of the poem *Books.* (4m)
Answer: The poem tells us that books are like little huts filled with knowledge. They are our best friends, giving joy and imagination.

27. Write a short paragraph on the children's experience in the bookshop. (4m)
Answer (Sample):
The children went to buy a book with money given by their mother. They saw many books and found it difficult to choose. Finally, they discussed and decided carefully. It was a good learning experience.

28. Compare the lessons of the poem *Books* and the story *Going to Buy a Book.* (4m)
Answer: The poem teaches the joy of reading, while the story shows how to choose wisely. Both highlight the importance of books in life.

Blueprint for Model Question Paper (Unit 8)

Q. No.	**Marks**	**Objective**	**Type**	**Difficulty**	**LO**
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	3
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper – Set 1 (Unit 8)
Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who wrote the poem *Books*? (1m)
   Answer: Eleanor Farjeon
2. What are books compared to in the poem? (1m)
   Answer: Bright little huts in a row.
3. What do books contain? (1m)
   Answer: Stories and knowledge.
4. What lesson does the poem give? (1m)
   Answer: Books are our best friends.
5. Who gave the children money to buy books? (1m)
   Answer: Their mother.
6. Where did the children go? (1m)
   Answer: To the bookshop.

7. What difficulty did they face? (1m)
   Answer: Choosing among many books.
8. How did they finally choose? (1m)
   Answer: By discussing and selecting carefully.
9. What is the main idea of the poem? (1m)
   Answer: The joy and value of reading books.
10. What is the lesson of the prose story? (1m)
    Answer: To make wise decisions and love books.
11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – books; Adjective – bright.
12. Write one noun and one adjective from the prose. (1m)
    Answer: Noun – shop; Adjective – many.

Section B: Short Answer (8 Marks)

13. Why are books compared to huts? (2m)
    Answer: Because they stand in a row like houses.
14. Why did the children find it difficult to choose? (2m)
    Answer: Because there were too many books.
15. Write two describing words from the poem. (2m)
    Answer: Bright, little.
16. Write two describing words from the story. (2m)
    Answer: Right, many.

Section C: Long Answer (5 Marks)

17. Compare the poem *Books* and the story *Going to Buy a Book.* What do they teach us? (5m)
    Answer: The poem shows the joy of books, while the story shows the process of choosing wisely. Both encourage children to read and value books.

Unit 9: Poem – The Naughty Boy | Prose – Pinocchio

Learning Outcomes (LOs):

1. Reads and responds to simple poems with comprehension.
2. Responds verbally to questions based on day-to-day experiences.
3. Identifies and uses nouns, pronouns, adjectives, and prepositions.
4. Narrates stories in sequence and explains their morals.
5. Appreciates values like good behaviour, honesty, and obedience.

Section 1: Objective Type Questions (20 Questions)

Objective: Knowledge (10 Questions, 10 Marks)

LOs: 1, 2, 3

Difficulty: Easy

Poem – The Naughty Boy

1. Who wrote *The Naughty Boy*?
   a) Eleanor Farjeon b) John Keats c) Ruskin Bond d) Longfellow
   Answer: b) John Keats
2. Where did the naughty boy go?
   Answer: To Scotland.
3. What did the boy find in Scotland?
   Answer: Those things were the same as in England.
4. According to the poem, what was the same in both places?
   a) Ground, sky, people
   b) Houses and gardens
   c) Stars and sun
   d) All of the above
   Answer: d) All of the above
5. What is the message of the poem?
   Answer: People and nature are the same everywhere.

Prose – Pinocchio

6. Who was Pinocchio?
Answer: A wooden puppet.

7. Who made Pinocchio?
   Answer: Geppetto.
8. What happened when Pinocchio told lies?
   Answer: His nose grew longer.
9. What lesson did Pinocchio learn?
   Answer: To be honest and good.
10. What is the moral of the story?
    Answer: Honesty and good behaviour make us happy.

Fill in the Blank Questions:

1. There was a naughty boy, and a naughty boy was he. He ran away to _____.
2. That the ground was as hard, that a yard was as _____.

True or False Questions:

1. The old man was not puzzled by the voice from the wood.
2. The puppet's eyes moved after the carpenter finished making them.

Short Answer Questions:

1. What tool did the carpenter use on the wood?

2. What did the puppet do before its mouth was made?

Fill in the Blank Questions:

1. The old man was _____ by the voice from the wood.
2. As soon as he finished making the eyes, the carpenter was amazed to see them _____.

Key Answers

Fill in the blanks

1. …ran away to **Scotland**.
2. …a yard was as **long**.

True / False

1. **False** (he was puzzled by the voice)
2. **True** (the puppet's eyes moved)

Short answers

1. **Chisel (and hammer)**
2. **He laughed / made faces even before the mouth was finished.**

More fill in the blanks

1. The old man was **puzzled**.
2. He was amazed to see the eyes **move**.

Objective: Comprehension (10 Questions, 10 Marks)

LOs: 2, 4, 5

Difficulty: Average

11. Why the boy is called naughty?
    Answer: Because he went to Scotland thinking it would be different.

12. What did the boy learn after going to Scotland?
    Answer: That everything was the same as in his country.

13. What is the main idea of the poem?
    Answer: All human beings and nature are similar.

14. Why did Pinocchio's nose grow?
    Answer: Because he told lies.

15. How did Pinocchio feel when his nose grew?
    Answer: Ashamed and sorry.

16. What did Geppetto want Pinocchio to be?
    Answer: A good and honest boy.

17. Write two nouns and two adjectives from the poem.
    Answer: Nouns – boy, ground; Adjectives – naughty, little.

18. Write two nouns and two adjectives from the story.
    Answer: Nouns – puppet, nose; Adjectives – long, wooden.

19. What do you learn from Pinocchio's story?
    Answer: To always speak the truth and behave well.

20. How are the poem and the story similar?
Answer: Both teach moral lessons—poem about equality, story about honesty.

Section 2: Short Answer Questions (5 Questions, 10 Marks)

21. Why did the naughty boy go to Scotland? (2m)
Answer: To see if things were different there.

22. What did the boy discover about Scotland? (2m)
Answer: That everything was the same as in England.

23. Who was Geppetto? (2m)
Answer: Pinocchio's maker and father.

24. What happened to Pinocchio when he lied? (2m)
Answer: His nose grew longer.

25. What lesson do you learn from Pinocchio's story? (2m)
Answer: Always be truthful and obedient.

Section 3: Long Answer Questions (3 Questions, 12 Marks)

26. Explain the message of the poem *The Naughty Boy.* (4m)
Answer: The poem shows that nature and people are the same everywhere. We should not think others are very different.

27. Write a short paragraph about Pinocchio's mistakes and learning. (4m)
Answer (Sample):
Pinocchio was naughty and told lies. Each time he lied, his nose grew longer. Later he felt ashamed and learnt that telling the truth is best.

28. Compare the lessons from the poem and the story. (4m)
Answer: The poem teaches that people and nature are equal everywhere. The story teaches honesty and goodness. Both show moral values.

Blueprint for Model Question Paper (Unit 9)

Q. No.	**Marks**	**Objective**	**Type**	**Difficulty**	**LO**
1–8	8	Knowledge	Objective	Easy	1,2,3
9–10	4	Knowledge	Objective	Avg	2,3
11–12	4	Comprehension	Short Answer	Avg	1,2
13	2	Comprehension	Short Answer	Avg	3
14	3	Appreciation	Long Answer	Difficult	1,5
15	4	Expression	Long Answer	Difficult	4,5

Model Question Paper – Set 1 (Unit 9)
Total Marks: 25 | Time: 1 Hour
Section A: Objective (12 Marks)

1. Who wrote the poem *The Naughty Boy*? (1m)
   Answer: John Keats
2. Where did the naughty boy go? (1m)
   Answer: To Scotland
3. What did the boy find there? (1m)
   Answer: That things were the same as in England.
4. What is the message of the poem? (1m)
   Answer: People and nature are the same everywhere.
5. Who was Pinocchio? (1m)
   Answer: A wooden puppet.
6. Who made Pinocchio? (1m)
   Answer: Geppetto.
7. What happened when Pinocchio lied? (1m)
   Answer: His nose grew longer.
8. What lesson did Pinocchio learn? (1m)
   Answer: To be honest and good.
9. What is the moral of Pinocchio's story? (1m)
   Answer: Honesty brings happiness.
10. Why is the boy called naughty? (1m)
    Answer: Because he went to Scotland thinking it was different.
11. Write one noun and one adjective from the poem. (1m)
    Answer: Noun – boy; Adjective – naughty.
12. Write one noun and one adjective from the story. (1m)
    Answer: Noun – nose; Adjective – long.

Section B: Short Answer (8 Marks)

13. What did the naughty boy learn after going to Scotland? (2m)
    Answer: That things are the same everywhere.
14. Why did Pinocchio's nose grow? (2m)
    Answer: Because he told lies.
15. Write two describing words from the poem. (2m)
    Answer: Naughty, little.
16. Write two describing words from the prose. (2m)
    Answer: Wooden, long.

Section C: Long Answer (5 Marks)

17. Compare the poem *The Naughty Boy* and the story *Pinocchio.* What lessons do they teach? (5m)
    Answer: The poem teaches that all people and nature are the same everywhere, while the story teaches honesty and good behaviour. Both encourage moral values.